

GRADUATION REQUIREMENTS

In order to graduate from Holmdel High School, and to receive a state-endorsed Board of Education diploma, a pupil must:

- A. Meet both state and district proficiency standards in reading, writing and mathematics; achieve or exceed a passing grade on the HSPT;
- B. Complete successfully the course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standards must be met. The proficiencies required must include the core course proficiencies approved by the State Board of Education; and
- C. Select and complete successfully enough elective credits to meet the (current) district minimum of 110 credits or 120 credits beginning with the graduating class of 1999.

Successful completion means that the pupil has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer pupils must meet all state and local requirements in order to receive a Holmdel Township diploma.

The Superintendent shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the state or district proficiency requirements in reading, writing and mathematics. He/She shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Test Results and Mandated Remediation

Pupils who are at Proficiency Level III of the eighth-grade Early-Warning Test shall be provided with appropriate remediation while pupils who are at Proficiency Level II may be provided with appropriate remediation in order to attain higher levels of proficiency for HSPT-11 success.

If, despite required remediation efforts in lower grades, a pupil fails to pass the eighth grade test, an IPIP (Individual Pupil Improvement Plan) shall be developed and implemented for him/her. A pupil who does not pass the High School Proficiency Test by the end of the 11th grade shall be evaluated according to provisions of the administrative code.

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Twelfth-grade pupils who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a Special Review Assessment (SRA) as provided by law.

Pupils with Limited English Proficiency

Pupils with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and district requirements for graduation.

Special Education Pupils

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the Superintendent. An exemption from the HSPT shall be granted if a pupil would be adversely affected by taking the test; or an exemption from the proficiencies and the HSPT shall be granted if the pupil did not receive instruction in the proficiencies measured by the test. The IEP will become the alternate proficiency.

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including HSPT, along with the rationale for the exemptions. The exemptions must be approved in writing by the Superintendent.

Required reviews of the IEP shall continue to address graduation requirements and shall explain the proficiencies required for graduation.

A disabled pupil who has performed below the state minimum level of pupil proficiency on one or more areas of the state-mandated high school proficiency test and has not been exempted from taking this test, shall be subject to a special evaluation, the special review assessment (SRA) as an alternate route to fulfillment of the graduation requirement.

Proficiency

In consultation with appropriate professional staff, the Superintendent shall develop and present to the Board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school. The proficiencies listed shall include but not be limited to those approved by the State Board of Education.

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The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with the sending elementary districts.

In accordance with law, the Board of Education shall have copies of this policy distributed to all ninth-grade (or otherwise entering) pupils and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, curriculum, content standards, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to pupils on an annual basis during the first week of school.

The yearly program of studies for each pupil in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old pupils.

Early Graduation

In general, the school does not encourage early graduation, and only those pupils with strong academic backgrounds and unique needs that can not be met by the regular school program will be recommended to the Superintendent of Schools for approval.

Pupils applying for early graduation must do so during the school year preceding their intended graduation date to ensure that due consideration is given to their requests and that proper planning is done to accommodate their goals. Therefore, pupils desiring to graduate at the end of the first semester of their senior year or at the end of their junior year should submit a letter of petition to the principal no later than November 15 of their junior or sophomore year, respectively. They should also plan their letter of petition with the counselor, giving close attention to clearly stating the date by which they wish to graduate, the reasons for the request, their specific post-high school plan, and a supporting letter signed by their parent/guardian. A procedure involving interviews and review by a faculty committee is required.

Reporting and Monitoring

The Superintendent shall include in the annual report to the Commissioner:

- A. The number of state-endorsed diplomas granted under regular provisions;
- B. The number of state-endorsed diplomas granted under special education provisions;
- C. The number of state-endorsed diplomas granted under basic skills alternate procedures;
- D. The number of diplomas denied under basic skills alternate procedures;

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E. The number of diplomas denied due to failure to attain locally established proficiencies and standards; and

F. The number of dropouts by grade level.

This information shall be reported to the Board at a public meeting prior to the date prescribed by law.

The Board shall review this policy annually and shall adopt all regulations required by law.

Source: Regular Board Meeting

Date: August 20, 1986

Revised: May 28, 1997

Legal References:	<u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:7A-5	Major elements; guidelines
	<u>N.J.S.A.</u> 18A:7C-1 <u>et seq.</u>	Commissioner of Education to develop a program of standards and guidelines
	<u>N.J.S.A.</u> 18A:7C-2 through -6	Boards of Education; establishment of standards
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:36-17	Credit of seniors in active military and naval service, etc.
	<u>N.J.A.C.</u> 6:8-1.1	Words and phrases defined
	<u>N.J.A.C.</u> 6:8-4.5	Curriculum and instruction
	<u>N.J.A.C.</u> 6:8-4.6	Pupil performance: skills and competencies
	<u>N.J.A.C.</u> 6:8-6.2	Programs and services for pupils at risk
	<u>N.J.A.C.</u> 6:8-7.1	Promotion, remediation and graduation procedures
	<u>N.J.A.C.</u> 6:28-1.1 <u>et seq.</u>	Special education
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6:28-1.4(a)1, -3.6(c)5iv, 5v, 5vi, -4.7, -4.8	
	<u>N.J.A.C.</u> 6:30-3.7	Graduation
	<u>N.J.A.C.</u> 6:31-1.4(a)1	Programs for English proficiency
	<u>N.J.A.C.</u> 6:39-1.3	Core course proficiencies assessment

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New Jersey State Board of Education Resolution, March 3, 1984, strengthens graduation requirements for pupils with limited English proficiency.

Manual for the Evaluation of Local School Districts (June 1993)

Possible

Cross References:

*1120	Board of education meetings
*5113	Absences and excuses
*5120	Assessment on individual needs
*5127	Commencement activities
6000	Concepts and roles in instruction
*6010	Goals and objectives
*6140	Curriculum adoption
6141.4	Independent study
*6142	Subject fields
*6142.2	English as a second language; bilingual/bicultural
*6142.6	Basic skills
*6145	Extracurricular activities
*6147	Standards of proficiency
*6154	Homework/makeup work
*6171.4	Special education
*6200	Adult/community education

*Indicates policy is included in the Critical Policy Reference Manual.

