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### Regulation 5460 GRADUATION REQUIREMENTS

In keeping with its obligation under N.J.A.C. 6:8-7.1, the Board sets forth the following as its procedure for pupil promotion and high school graduation:

#### A. Basic Skills

1. Prior to graduation from high school, all students must demonstrate a minimum level of competency in reading, writing and computation.
2. The Board will administer state Early Warning Test in grade eight and the High School Proficiency Test in grade 10 N.J.A.C. 6:8-7.1.
3. Passage of these examinations is a prerequisite to graduation with a state-endorsed diploma. Those Students who have not reached such a level of competency by the ninth grade will have the succeeding high school years to reach the required competency level.
4. All students will be assessed on these basic skills annually, and upon their entry into the district school system. Students who are not meeting these standards will receive, under N.J.A.C. 7.1, an individual assessment. An Individual Student Improvement Plan (ISIP) will be developed for those students progressing inadequately. (N.J.A.C. 6:8-6.1)
  - a. The Individual Student Improvement Plan (ISIP) is a written instructional plan designed to identify the student's skill weaknesses, and to establish exit criteria which must be met before the student has adequately demonstrated proficiency in these skills.
  - b. Parents will be provided with a written student improvement plan for each of their children requiring one. They will be notified of the reasons the plan is needed in their child's case, and of their child's progress therein.
  - c. Individual comprehensive assessment procedures shall include teacher observation, parental or guardian interview, formal and informal evaluation techniques, and evaluation of cumulative pupil records and student performance data.
  - d. Parents dissatisfied with their child's ISIP may discuss changes they would support with educational staff, district administrators and the Board of Education.
  - e. A teaching staff member will be designated as being responsible for the development, implementation and evaluation of the Individual Student Improvement Plan.
  - f. Twelfth Grade Special Review Assessment

(1) This is designed for students who have met other graduation requirements (attendance, curriculum, etc.) but repeatedly fail the statewide examination because they do not perform well on traditional tests.

(2) Under this clause, a special review panel will further assess the student's level of competency.

(3) The recommendation of this panel must be endorsed by the building Principal, District Superintendent and County Superintendent before the local board may award a state-endorsed diploma.

(4) Parents may appeal the decision of the Board and review panel that their child has not met minimum graduation requirements through the regular review process (i.e. Commissioner, State Board).

#### B. Course Proficiency

1. The following are the curriculum requirements for graduation from high school with a state-endorsed diploma:

- a. One credit year of English for each year of enrollment, up to four credit years,
- b. Three credit years of Mathematics,
- c. Two credit years of United States History as required by N.J.S.A. 18A:35-1 et seq.,
- d. One credit of World History,
- e. Two credit years of natural or physical science,
- f. One credit year of physical education, health and safety for each year of enrollment as required by N.J.S.A. 18A:35-5 et seq.,
- g. One credit year of fine, practical, and/or performing arts,
- h. One half year credit in fine, practical or performing arts Career Education which may be satisfied by infusion in other courses.

2. Students must demonstrate proficiency in these areas. These expectations will be clearly set forth in core course proficiencies and be provided to the student in writing before taking any course required for graduation and a copy will be forwarded to the parent or guardian upon request. Additionally, students will be advised of all alternatives for fulfilling curriculum requirements before they plan each year's schedule.

3. Pupils achieving below the district-established standards must enroll in compensatory reading and/or math classes.

4. Classified special education students must meet all state and local graduation requirements unless exempted in their individualized education program (IEP). The IEP must specifically address state and local requirements. In these cases, fulfillment of the IEP requirements would qualify the handicapped student for a state endorsed high school diploma.

#### C. Attendance

Pupils are expected to be in attendance on all days that school is in session. The interruption of the instructional process caused by frequent and/or repeated absence or lateness is a major concern of all involved. It is with this concern in mind that the following regulations are established

##### 1. General Requirements

In addition to fulfilling academic requirements in order to pass a course, the pupil must

- a. Satisfy minimum attendance requirements.
- b. Not exceed unexcused absence requirements.

##### 2. Definitions

- a. Attendance-the presence of a pupil in school, or the participation of a pupil in a school sanctioned activity.
- b. Absence-the non-attendance of a student enrolled in the school district.
- c. Excused absence-the following may be considered as reasons for non-attendance:
  - (1) personal illness or accident verified by a doctor's note,
  - (2) serious illness or death in the immediate family,
  - (3) attendance required in court (evidence submitted),
  - (4) religious holidays,
  - (5) other reasons with permission of the Principal or his/her designee,
  - (6) school sponsored educational activities, sanctioned or approved by the Principal.
- d. Unexcused absences-the non-attendance in school for reasons other than those listed under "Excused Absences".

4. Absence from School/Class and Lateness to Class

- a. Absence is defined as neither being present in the classroom nor in attendance at any school sponsored activity.

Issued: 11 June 1997