

GRADUATION REQUIREMENTS

In order to be graduated from the Hudson County Schools of Technology District high school, and receive a state-endorsed board of education diploma, a pupil must:

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on the HSPA;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the state board of education;
- C. Select and complete successfully enough elective credits to meet the district minimum of 120 credits.

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 Hudson County Schools of Technology diploma.

At a meeting of the Hudson County Schools of Technology Board of Education, held on March 1, 2004, the Board adopted new student graduation requirements based on "option two". This provides an alternate method of achieving the 120-credit graduation requirement, which may be met in whole or in part through activities linked to the core curriculum content standards, and consistent with N.J.A.C. 6A:8-5.1(a)2i.

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. The superintendent shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

GRADUATION REQUIREMENTS (continued)

Basic Skills

Pupils who do not pass the New Jersey Assessment of Skills and Knowledge Grade 8 (NJASK8) shall be provided appropriate remediation.

Twelfth-grade pupils who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a Special Review Assessment 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/designee.

A pupil who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

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 HSPA, along with the rationale for the exemptions. The exemptions must be approved in writing by superintendent/designee.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

GRADUATION REQUIREMENTS (continued)

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 subject matter and standards of proficiency shall be articulated with the district's middle school program and with sending elementary/middle school districts.

In accordance with law, the Board 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, 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 registering for the course.

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

Pupils who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

Pupil Enrollment in College Courses

The Board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified pupils. The Board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and college faculty who teach the courses.

Reporting and Monitoring

The superintendent shall report annually at a public meeting, not later than September 30, to the Board and to the commissioner:

- A. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- B. The number of students graduated under the Alternative High School Assessment (AHSA) process;

GRADUATION REQUIREMENTS

Reporting and Monitoring (continued)

- C. The number of students receiving state-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- D. The total number of students denied graduation from the 12<sup>th</sup> grade class;
- E. The number of students denied graduation from the 12<sup>th</sup> grade class solely because of failure to pass the High School Proficiency Assessment (HSPA) or Alternative High School Assessment (AHSA), based on the provisions of administrative code.

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.

Date: August 18, 2011

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:7C-1	Commissioner of education to develop a program of standards and guidelines
<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
<u>N.J.S.A.</u> 18A:7C-4.1	Operation Recognition; purpose; eligibility; application procedure
<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
<u>N.J.S.A.</u> 18A:7F-46	Review, update of core curriculum content standard; Educational Adequacy Report

GRADUATION REQUIREMENTS (continued)Legal References (continued)

<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
<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> 6:30-3.7	Graduation
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment

See particularly:

<u>N.J.A.C.</u> 6A:8-3.1, -4.1, -4.2, -4.3, -5.1, -5.2	Individualized education program
<u>N.J.A.C.</u> 6A:14-3.7	Graduation
<u>N.J.A.C.</u> 6A:14-4.11	Graduation requirements for limited English proficient students
<u>N.J.A.C.</u> 6A:15-1.11	Commissioner to ensure achievement of the Core Curriculum Content Standards
<u>N.J.A.C.</u> 6A:23-9.5	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Definitions
<u>N.J.A.C.</u> 6A:32-2.1	Annual reporting and planning requirement
<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Programs and practices to support student achievement
<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	State and federally mandated programs and services

The Department Education Website,

<http://www.nj.gov/njded/assessment/>

(Lists the state assessment components)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A.  
6301 et seq.

<u>Cross References:</u>	1120	Board of education meetings
	5113	Absences and excuses
	5120	Assessment of individual needs
	5127	Commencement activities
	6010	Goals and objectives
	6122	Articulation
	6140	Curriculum adoption
	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