

GRADUATION REQUIREMENTS

In order to be graduated from the Norwood Public School District and move on to the Northern Valley Regional High School District, a pupil must:

- A. Meet state and district proficiency standards in the core curriculum content areas;
- B. Satisfactorily complete all major subject areas in order to graduate from the Norwood Public School District (*i.e., Language Arts and/or English, Reading/Literature, Mathematics, Science, Spanish, and Social Studies*). Students who fail a major course(s) for the entire year will be subject to summer school and the withholding of the student's diploma.

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 diploma.

The Chief School Administrator 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. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills

Pupils who do not pass the Grade Eight Proficiency Assessment 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 chief school administrator.

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 the chief school administrator.

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.

Proficiency

In consultation with appropriate professional staff, the Chief School Administrator shall develop and present to the board for adoption standards of proficiency and attendance.

The subject matter and standards of proficiency shall be articulated within the K – 8 grade levels.

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.

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

GRADUATION REQUIREMENTS (*continued*)

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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-4	Periodic review of curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil
<u>N.J.S.A.</u> 18A:7F-29	Academic achievement reward program
<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> 6:8-1.1 <u>et seq.</u>	Thorough and Efficient System of Free Public Schools
<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
<u>See particularly:</u> <u>N.J.A.C.</u> 6A:8-1.2,-2.1,-3.1, -3.3,-4.1, -4.2, -4.3, -5.1, -5.2	
<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
<u>N.J.A.C.</u> 6A:14-4.12	Graduation
<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>No Child Left Behind Act of 2001</u> , Pub. L. 107-110, <u>20 U.S.C.A.</u> 6301 <u>et seq.</u>	
<u>Manual for the Evaluation of Local School Districts</u> (September 2002)	

Cross References:

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