

GRADUATION REQUIREMENTS

Regular Education

Ninth grade class of 2009-2010 and after. A minimum of twenty six (26) units of credit aligned to the state academic content and performance standards as listed below are required for graduation for those beginning with the ninth grade class of 2009-2010. A student may receive a high school diploma of excellence after having demonstrated accomplishment of the standards or a portfolio of standards based indicators in mathematics, reading and language arts, writing, social studies, and science adopted by the Secretary of Public Education. A student may also receive the Seal of Bilingual-Biliteracy on the diploma of excellence and have it noted on the school transcripts by studying and attaining proficiency in a language other than English. If a student exits from the school system at the end of grade twelve (12) without having satisfied the above requirements, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five (5) years after a student exits from the school system, the student satisfies the requirements listed, the student may receive a high school diploma of excellence. Graduation requirements shall not be changed for a student entering the ninth grade from the requirements specified in law at the time the student enrolled in the ninth grade.

Graduation requirements may be met as follows:

- By successful completion of subject area course requirements.
- By mastery of the standards or a portfolio of standards based indicators adopted by the Secretary of Public Education in accordance with *6.19.7 NMAC and other competency requirements for the subject as determined by the Board.

*6.19.7 NMAC, Demonstration of Competency for High School Graduation, became effective on July 24, 2018, for the graduating class of 2022 and any graduating class thereafter. (*This rule does not apply to students in the graduating classes of 2019, 2020, and 2021.*) The rule defines how students may demonstrate competency in each of the five core content areas. Under the new rule, students may demonstrate competency by: (1) earning passing scores on the primary demonstrations of competency; (2) earning passing scores on PED-approved alternative assessments; or (3) completing the requirements for a competency-based alternative. The New Mexico High School Graduation Manual for the Class of 2022 (available on the PED website) includes a detailed overview of how students may demonstrate competency in each of the five core content areas, the list of approved alternative assessments and competency-based alternatives, options for students with individualized graduation goals established in their Individualized Education Program, and rubrics and checklists for the use of standards-based portfolios.

- By earning credits through correspondence courses that meet graduation requirements and/or by passing appropriate courses at the college or university level if the courses are determined to meet standards and criteria established by the Board.

Graduation requirements are:

For students entering as ninth graders in 2009-2010 at least one (1) unit of the following twenty-four six (26) units must be earned in an advanced placement or honors program, a dual-credit course or distance learning course.

English (grammar, nonfiction writing and literature emphasis).....	4.0 units
**Math (one [1] equal to algebra II or higher unless parents sign off and a financial literacy course may meet one of the required units).....	4.0 units
**Science (two [2] with a laboratory component).....	3.0 units
United States History and Geography, World History and Geography, and Government and Economics, and New Mexico History and Geography.....	3.5 units
Physical Education.....	1.0 unit
Health Education.....	0.5 unit
Career cluster course/workplace readiness OR a third Foreign Language unit.....	1.0 unit
Foreign Language (ASL and Braille).....	2.0 units
*Electives including student service learning.....	7.0 units
Total.....	26.0 units

**For students entering the ninth (9th) grade in the 2017-18 school year and after, a course in computer science may satisfy either a unit of mathematics or science, but not both, if taken after competency is determined in the subject for which the unit is applied.

A student shall develop and file an updated final next-step plan during the senior year and prior to graduation that conforms with the requirements for a student curriculum plan pursuant to 22-13-1.1 NMSA 1978. The plan shall explain any differences from previous interim next-step plans, shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent or guardian and the student's guidance counselor or other school official charged with coursework planning for the student. An individualized education program (IEP) filed with the principal that meets the applicable transition and procedural requirements of the federal Individuals with Disabilities in Education Act for qualified students shall satisfy the next-step requirements for that student.

Final examinations shall be administered to all students in all classes offered for credit.

Parents are to be notified in writing not later than the conclusion of the third (3rd) nine-weeks grading period of their student's senior year if the student is at risk of not meeting all graduation requirements. Progress reports are to be provided to parents and students at each grading period.

A high school student required to transfer to an out-of-state school by the transfer of the student's parents, who are members of the New Mexico National Guard or the armed forces of the United States, may request that a diploma be issued by the New Mexico high school of transfer. The student must meet the guidelines and comply with the requirements of the New Mexico Statutes Annotated regarding military dependent transfers and their courses and grades must meet or exceed New Mexico's requirements for graduation as determined by the School District.

Special Education

For students with disabilities, the Individualized Educational Program (IEP) team is responsible for determining whether a student with disabilities has completed a planned program of study making him/her eligible to receive a diploma. Graduation plans must be part of all IEP's beginning with the eight (8th) grade IEP. Upon completion of a planned program of study the student will be awarded a diploma or, after July 1, 2010, a New Mexico diploma of excellence. A student may be awarded a diploma using any of the following programs of study:

Standard Program of Study

A standard program of study is based upon meeting or surpassing all requirements for graduation based upon New Mexico Standards for Excellence with or without reasonable modification of delivery and assessment methods. In addition, a student shall pass all sections of the current state graduation examination(s) under standard administration or with state-approved accommodations, and shall meet all other standard graduation requirements of the District.

Career Readiness Program

A career readiness program of study is based upon meeting the State Board of Education's Career Readiness Standards with Benchmarks as defined in the IEP with or without reasonable modifications of delivery and assessment methods. In addition, the student shall take the current state graduation examination(s) under standard administration or with state-approved accommodations, and achieve a level of competency (LOC) predetermined by the student's IEP team. The student shall earn at least the minimum number of credits required by the District for graduation through standard or alternative courses that address the employability and career development standards with benchmarks and performance standards, as determined by the IEP team. Course work shall include a minimum of four (4) credits of career development opportunities and learning experiences that may include any of the following: career readiness and vocational course work, work experience, community-based instruction, student service learning, job shadowing, mentoring or entrepreneurship related to the student's occupational choices.

Ability Program of Study

An ability program of study was developed for students who have a significant cognitive, disability or severe mental health issues. The IEP goals and functional curriculum course work shall be based on the New Mexico standards with benchmarks and performance standards and employability and career development standards with benchmarks and performance standards. Students in this program of study shall earn the minimum number of credits or be provided equivalent educational opportunities required by the District, with course work individualized to meet the unique needs of the student through support of the IEP. In addition, a student shall take either the current state graduation examination(s) under standard administration or with state-approved accommodations, or the state-approved alternate assessment. The student shall achieve a level of competency pre-determined by the student's IEP team in the current graduation examination or the state-approved alternate assessment, and meet all other graduation requirements established by the IEP team.

The IEP team is responsible for determining whether the student has completed a planned program of study based on the student's strengths, interests, preferences, identified educational and functional needs and long-term educational or occupational goals, making the student eligible to receive either a diploma or a conditional certificate of transition. The District shall provide each student, who has an IEP and who graduates or reaches the maximum age for special education services, a summary of the student's academic achievement and functional needs and long-term educational; or occupational goals, making the student eligible to receive either a diploma or conditional certificate of transition. The District shall provide each student, who has an IEP and who graduates or reach maximum age for special education services, a summary the student's academic achievement and functional performance (SOP), which shall include recommendations on how to assist the student in meeting post-secondary goals.

Conditional Certificate of Transition

Conditional certificate of transition. A student who receives special education services may be granted a conditional certificate of transition (CCT) in the form of a continuing or transition IEP when:

- The IEP team provides sufficient documentation and justification that the issuance of a conditional certificate of a transition for an individual student is warranted;
- Prior to the student's projected graduation date, the IEP team provides prior written notice stating that the student will receive a conditional certificate of transition;
- The District ensures that a conditional certificate of transition is not a program of study and does not end the student's right to FAPE;
- The District ensures that a conditional certificate of transition entitles a student who has attended four (4) years or more of high school to participate in graduation activities, and requires that the student continue receiving special education supports and services needed to obtain the high school diploma;

- The District ensures that, prior to receiving a conditional certificate of transition, the student has a continuing (C) or transition (T) IEP;
- The student's continuing or transition IEP outlines measures, resources and specific responsibilities for both the student and the district to ensure that the student receives a diploma.

A student who does not return to complete the program of study as outlined in the continuing or transition IEP will be considered as a dropout. A student who receives a conditional certificate of transition is eligible to continue receiving special education services until receipt of a diploma or until the end of the academic year in which the student becomes twenty-two (22) years of age.

Adopted: January 14, 2016

LEGAL REF.: 22-13-1.1 NMSA (1978)
22-13-1.4 NMSA (1978)
6.29.1.9 NMAC

CROSS REF.: IGD - Curriculum Adoption
IGE - Curriculum Guides and Course Outlines
IHA - Basic Instructional Program
IIE - Student Schedules and Course Loads
IKA - Grading/Assessment Systems
JFABC - Admission of Transfer Students
JG - Assignment of Students to Classes