

R 5460 GRADUATION REQUIREMENTS

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the pupil has met all State and local requirements for high school graduation. The Board will annually certify to the Executive County Superintendent each pupil who has been awarded a diploma has met the requirements for graduation.

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. High School Graduation Requirements

A graduating pupil must have earned a minimum of 125 credits in courses designed to meet all of the New Jersey Core Curriculum Content Standards including, but not limited to, the following credits:

1. At least twenty credits (four credit years) in language arts literacy aligned to grade nine through twelve standards, effective with the 2009-2010 grade nine class;
2. At least fifteen credits (three credit years) in mathematics, including Algebra I or the content equivalent ("content equivalent" is defined at N.J.A.C. 6A:8-1.3) effective with the 2008-2009 grade nine class, including geometry or the content equivalent effective with the 2010-2011 grade nine class, and including a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares pupils for college and 21st century careers effective with the 2012-2013 grade nine class;
3. At least fifteen credits (three credit years) in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2: five credits in world history, and the integration of civics, economics, geography, and global content in all course offerings;
4. At least fifteen credits (three credit years) in science, including at least five credits in laboratory biology/life science or the content equivalent effective with the 2008-2009 grade nine class, including one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics effective with the 2010-2011 grade nine class, and including one additional laboratory/inquiry-based science course effective with 2012-2013 grade nine class;
5. At least three and three-quarters credits (four credit years) in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8;

6. At least five credits (one credit year) in visual and performing arts;
7. At least five credits (one credit year) in world languages or pupil demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2);
8. At least two and one-half credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class;
9. Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum;
10. At least five credits (one credit year) in 21st century life and careers, or career-technical education; and
11. Electives as determined by the high school program sufficient to total a minimum of 125 credits.

Credit means the award for the equivalent of a class period of instruction which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2.

The high school graduation 125 credit requirement may be met in whole or in part through program completion of a range of experiences that enable pupils to pursue a variety of personalized learning opportunities:

1. The Bayonne School District is cognizant that learning can and does take place beyond the classrooms of Bayonne High School. Any student who wishes to receive high school credit for the following:

- a. Independent Study
- b. On-line Learning
- c. Work based programs, internships, apprenticeships
- d. Study Abroad programs
- e. Pupil Exchange programs
- f. Service Learning programs
- g. Structured Learning Experiences

Must have the courses/experiences approved by a school committee consisting of the school counselor, guidance director, appropriate curriculum director and the school principal prior to undertaking the individualized pupil learning opportunity.

2. Students who complete Algebra 1 or Spanish 1 in elementary school will receive high school credit.

3. The ACTFL Oral Proficiency Interview (OPI) can be used to determine if pupils have achieved the level of language proficiency designated as Novice-High to fulfill the World Language requirement.
4. Students may enroll in Advanced Placement courses according to the criteria set forth by each department.
5. Students may enroll in concurrent/dual enrollment college courses according to the criteria set forth by each department.

B. Basic Skills

1. Prior to graduation from high school, all students must demonstrate a minimum level of competency in language arts/literacy and mathematics.
2. Passage of the HSPA is a prerequisite to graduation with a state-endorsed diploma.
3. Twelfth Grade Special Review Assessment
 - (a) 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.
 - (b) Under this clause, a special review panel will further assess the student's level of competency. The review panel comprised of three teaching staff members who have not instructed the student, will make a recommendation.
 - (c) 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.
 - (d) Parents or legal guardians 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).

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 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".

3. Absence from School/Class and Lateness to Class

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

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