

GRADING & PROMOTION GUIDELINES

2005~06



“There Is a Brilliant Child Locked
Inside Every Student”

-Marva Collins

Mission of the Plainfield Public Schools

*The Plainfield Public Schools, in partnership with its
community, shall do whatever it takes for every student to
achieve high academic standards.*

NO ALIBIS! NO EXCUSES! NO EXCEPTIONS!

*Dr. Paula E. Howard
Superintendent of Schools*



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*On behalf of the Board of Education, I wish to express a sincere thank you
to each member of the Grading and Promotion Guidelines Committee.
The many hours we spent reading, discussing, researching and writing
have resulted in a set of guidelines which will provide consistency
to our grading process throughout the district.*

*Lillie Sipp
Committee Chairperson
Chief Academic Officer
Director of Curriculum and Instruction*



Grading and Promotion Guidelines Committee - 2005

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Mildred Fernandez	Supervisor Bilingual/ESL	C&I
Cindy Gonzalez	Teacher –Grade 3	Barlow
Sheila Greenwood	Math Teacher	Emerson
Eugene W. Harris	Principal	Cedarbrook
Wanda L. Herbert	Parent	Cedarbrook
Andre Hollis	Technology Coordinator	Barlow
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Lisa Logan-Leach	Board of Education Member	
Luanne Lohman	Teacher –Grade 2	Jefferson
Dr. Christopher Lommerin	Principal	Stillman
Joanne Macaluso	Literacy Design Coach	Stillman
James R. Malkmus	Teacher of Phys. Ed./Health	Jefferson



Grading and Promotion Guidelines Committee – 2005

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Strossie Smith	Family Liaison	Barlow
Valerie Thompson	Supervisor of Literacy	C&I
Joyce Todd	Technology Coordinator	Cedarbrook
Jerald Williams	Teacher of Social Studies	Maxson



GRADING PROMOTION GUIDELINES
PLAINFIELD PUBLIC SCHOOLS

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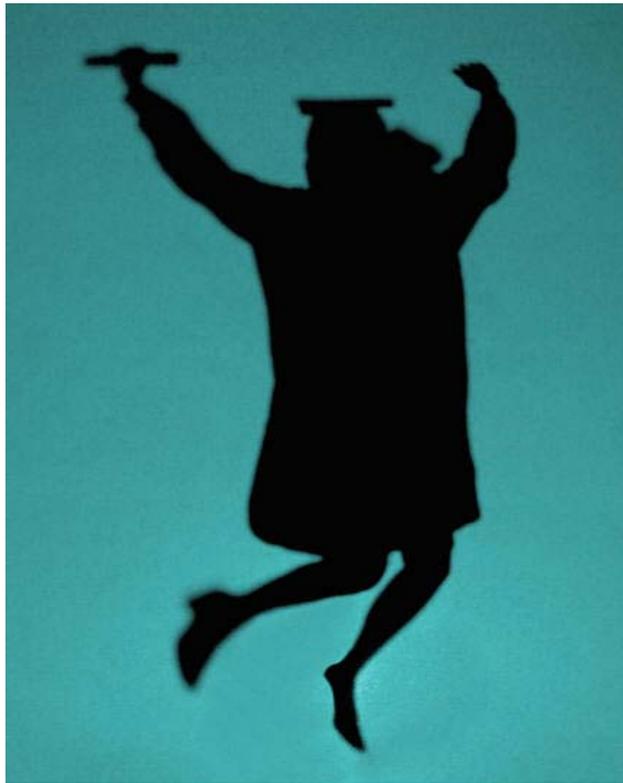
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PART I
STUDENT ACHIEVEMENT:
A COLLECTIVE RESPONSIBILITY



PART I
STUDENT ACHIEVEMENT
A COLLECTIVE RESPONSIBILITY

The Plainfield Public School District recognizes that a system of reporting student achievement which is consistent, coherent and understandable will enable parents/guardians, students and teachers to assess students' progress toward academic goals. The district believes that specific planning and monitoring practices have significant impact on student achievement (*Reeves, 2005*). The district also recognizes that it is the collective responsibility of students, families, staff, administrators, the community, and the school board of Plainfield to ensure that students receive the support they need to achieve the rigorous skills, strategies and knowledge outlined in the New Jersey Core Curriculum Content Standards (NJCCCS). As such, the district is committed to a constant pursuit of educational excellence in meeting the cognitive, academic, and affective needs of all students. To fulfill our mission, decisions related to grading and promotion will be made to reflect a course of action which will promote the successful progress of every student.

Grading is an important component in the improvement of student learning as it provides information on student progress. In order to be equitable, fair and useful to all stakeholders, the district's grading system is built upon the following principles:

- Accurate and understandable descriptions of learning must be based on a student's mastery of the standards at his/her grade level;
- Multiple methods of grading and reporting progress must be used which support, not hinder, teaching and learning; and,
- Modification and extension of instruction for students must be based on information gleaned from the grading process.

Grading shall be defined as a system of measuring and recording student progress and achievement which enables parents/guardians, students, and teachers to identify the student's strengths and needs. The Plainfield Board of Education recognizes that the rate of students' progress towards standards will vary. Due to this variance, the needs of individual students should be met in the most supportive classroom environment. Grading shall be a system which enables teachers to identify where instruction ought to be modified or enriched so as to provide for the student's advancement. Guidelines shall be the same for each teacher within a grade across the school district.



The implementation of a coherent system of grading student achievement should result in the following for each individual student:

- A clear understanding of his/her grade level academic expectations
- Descriptive reports of his/her progress towards grade level academic expectations during the course of the year
- Self monitoring of academic achievement and goal setting
- Opportunities to learn at the appropriate achievement level

Although there are a number of variables which can be used to determine grades such as, student achievement, self management of learning, behavior, and attendance, **student achievement** must be the primary determining factor (Marzano 2000). **Student achievement shall be defined as competence in specific subject-matter content based on the grade level standards as described in the New Jersey Core Curriculum Content Standards (revised 2004).**

PHILOSOPHY

The Board believes that the education of children is a collective responsibility, one it shares with students, parents/guardians and the school community. It recognizes that the cooperation of school and home is vital to the growth of the whole child. However, it is not enough to focus on highly qualified teachers and a reporting system. The district is also committed to maintaining a safe and caring environment for all students.



STUDENTS' RESPONSIBILITIES

Although student achievement is the primary factor on which grades are based, it is important to provide continuous feedback to students on other variables which support learning such as the self management of learning, responsible behavior, and attendance. It is also critical that students understand their role in providing the effort necessary for learning.

Self -Management of Learning

In order to be responsible for the quality of their thinking and learning, students must develop and regularly use a toolbox of strategies for managing their learning. These self management strategies include students being aware of when they do not understand new information and taking the appropriate steps to remedy the situation. Additionally, students are expected to seek understanding by asking questions and formulating hypotheses. Students manage their own learning by evaluating the feedback they get from others; making connections to their background knowledge; and evaluating their progress toward a learning goal. Consistent use of these strategies supports students in reaching or exceeding the academic standards.

Teachers should consider self-management of learning and other variables when reporting on student progress which reflect not just the learning product, but the strategies students use to be successful learners (*Resnick 2003*). Students must make a conscientious effort to develop and display self-management and responsible behavior.

Self-Management factors include:

- Asking questions
- Making connections
- Evaluating progress and setting learning goals
- Keeping informed concerning assignments
- Completing assignments in a timely manner
- Going above and beyond minimum competencies
- Coming to school ready to learn with the necessary assignments and materials
- Becoming a proficient reader, writer, problem solver and critical thinker

- Developing habits of mind

Responsible behavior factors include:

- Working effectively in groups
- Following established and agreed upon rules (rituals and routines)
- Being respectful of others
- Attending classes daily unless ill or legally excused
- Delivering home school notifications to their parents/guardians

SELF MANAGEMENT OF LEARNING



- The student uses a variety of strategies which are supportive of learning
- The student asks questions and makes connections to background knowledge without prompting
- The student makes connections to background knowledge with prompting
- The student asks questions when prompted to clarify understanding

RESPONSIBLE BEHAVIOR

- The student works toward the attainment of group goals without being asked
- The student works well independently
- The student follows classroom rules and procedures
- The student is respectful of others

P A R E N T S ' / G U A R D I A N S ' R E S P O N S I B I L I T I E S

It is the joint responsibility of the school and the home to develop and maintain an effective system of communication which encourages parental involvement in student achievement and in academic district concerns as well. Specific parents'/guardians' responsibilities include:

- Send students to school physically, emotionally and socially prepared to learn;
- Be aware of the testing schedule and assist your child by taking the necessary steps to send him/her ready to do their best during this period;
- Communicate in an ongoing way with teachers and administrators regarding matters which may impact student achievement; and,
- Review, sign and return the district's Parent Compact with your child (Policy 020)

Discuss progress reports and report cards with your child;

Attend parent conferences;

- Develop daily routines which support an environment conducive to completing homework assignments and learning by:
 - Monitoring the time spent watching television
 - Watching and discussing educational programs
 - Discussing and checking schoolwork
 - Reading aloud (all ages enjoy listening to books);
- Respond to communications from the school;
- Attend parent conferences and parent meetings;



- Get to know your child's guidance counselor and periodically schedule meetings to discuss post secondary options;
- Make inquiries and stay abreast of due dates for applications for colleges, scholarships, etc.;
- Assist your child in making connections and applications of school knowledge to the real world;
- Celebrate the academic success and progress which your child's is making; and
- Model the importance and value of learning through your daily activities.



TEACHERS' RESPONSIBILITIES

A highly qualified teacher knows what to teach, how to teach and has a full understanding of the subject matter being taught. Without a doubt, assessment is also a critical component of instruction. Therefore, a highly qualified teacher must know how to develop, administer and interpret the results of formative and summative assessments and to report students' progress. As the person most directly responsible for providing instruction, it is the teacher's responsibility to:

- Implement the district curricula with integrity using teaching strategies that are effective for all students;
- Implement grading procedures following the grading guidelines;
- Maintain a grade book (electronically and/or hard copy) with the appropriate minimum number (10) of grades per marking period;
- Enter grades electronically in a timely manner adhering to the due dates established by the district;
- Make instructional decisions based on an analysis of data from multiple types of assessments;
- Communicate with families in a timely manner regarding student progress;
- Begin the appropriate intervention steps as soon as possible and maintain documentation;
- Develop Individual Improvement Plans as needed;
- Be well prepared to daily provide rigorous instruction that meets the needs of all students;
- Design knowledge work*
- Organize the environment for knowledge work*;
- Facilitate knowledge work*;
- Participate in ongoing professional learning to ensure full understanding of subject(s) and teaching strategies to meet the needs of all students;
- Assess students regularly in a variety of ways and use the results to give students feedback and to plan instruction; and,
- **Ensure that every opportunity has been provided to support student achievement and success.**

* *The Four Domains of Professional Practice* according to Charlotte Danielson and Thomas L. McGreal (2000).



PRINCIPALS' RESPONSIBILITIES

The strong implementation of a coherent system of grading and reporting, which is consistent across the district, requires support for teachers and parents/guardians and students to ensure that they understand the system. In order to provide the necessary support, principals must:

- Provide an orientation for new staff and continued professional development for veteran staff regarding the implementation and maintenance of the district's grading, promotion and retention procedures;
- Develop and support ongoing learning opportunities for staff related to instruction, assessment, evaluation and reporting student's progress;
- Communicate regularly with teachers and parents relative the academic progress of students;
- Monitor grades and the appropriate implementation of the grading system;
- Approve Individual Improvement Plans;
- Periodically review grade level core products to examine and maintain consistent grading expectations;
- Advocate the celebration of student achievement;
- Participate in procedures to select highly qualified teachers;
- Influence and establish a school culture conducive to learning for staff and student;
- Keep abreast of current information regarding intervention and acceleration procedures;
- Assist teachers in using data to make instructional decisions;
- Participate to the degree possible in the Grade Appeal Process;
- Collaborate with the school leadership team to implement and monitor building level improvement plans; and,
- Monitor the implementation of a standards-based curriculum in all areas.



SUPERVISORS'/CENTRAL ADMINISTRATORS' RESPONSIBILITIES

Supervisors must support the ongoing professional learning of teachers in order for teachers to enhance their level of performance. The district's goal is to move increased numbers of teachers from advanced toward distinguished in all domains as defined by Charlotte Danielson (2000). It is the responsibility of the supervisor to:

- Engage teachers, coaches and staff in professional learning opportunities which increase their knowledge of the New Jersey Core Curriculum Content Standards;
- Assist staff in developing effective strategies for teaching students to meet or exceed standards;
- Encourage staff in analyzing data and use the information to plan instruction;
- Recommend intervention and/ or acceleration strategies;
- Develop intervention or acceleration programs;
- Support principals in procuring the necessary resources;
- Provide formative and summative feedback to teachers;
- Monitor the implementation of districtwide programs; and,
- Supervise the implementation of the grading guidelines.



SUPERINTENDENT'S RESPONSIBILITIES

The Superintendent of Schools is charged with having a vision and supporting a mission for ensuring that every student has the opportunities to achieve high academic standards. To that end, it is the Superintendent's responsibility to develop procedures for reporting student progress which:

- Utilize a variety of methods;
- Ensure ample notification of a pending grade of failure to parents/guardians
- Enable the scheduling of parents/teacher conferences in such places and at such times as will ensure the greatest degree of participation by parents/guardians;
- Specify the issuance of report cards at intervals of not less than four times during the school year and issuance of progress reports as required during the school year;
- Ensure the continual review and improvement of methods for reporting student progress to parents/guardians and involve students, staff, and parents/guardians in that review.
- Establish a grievance procedure for parents/guardians to address grading and promotion disagreements



BOARD OF EDUCATION'S RESPONSIBILITIES

The Board of Education believes that the education of children is a joint responsibility, one it shares with students, parents/guardians and the school community. It recognizes that the cooperation of school and home is vital to the growth of the whole child. Furthermore, the Board recognizes their responsibility to keep guardians and parents informed of pupil welfare and progress in school. Other Board of Education responsibilities are to:

- Direct the establishment of a system of reporting pupil progress which includes written reports, student- teacher conferences, and parent-teacher conferences.
- Adopt a fair, consistent and comprehensive grading, promotion and retention policy that supports intervention and acceleration.
- Ensure opportunities for academic excellence for all students through policies, procedures and actions.



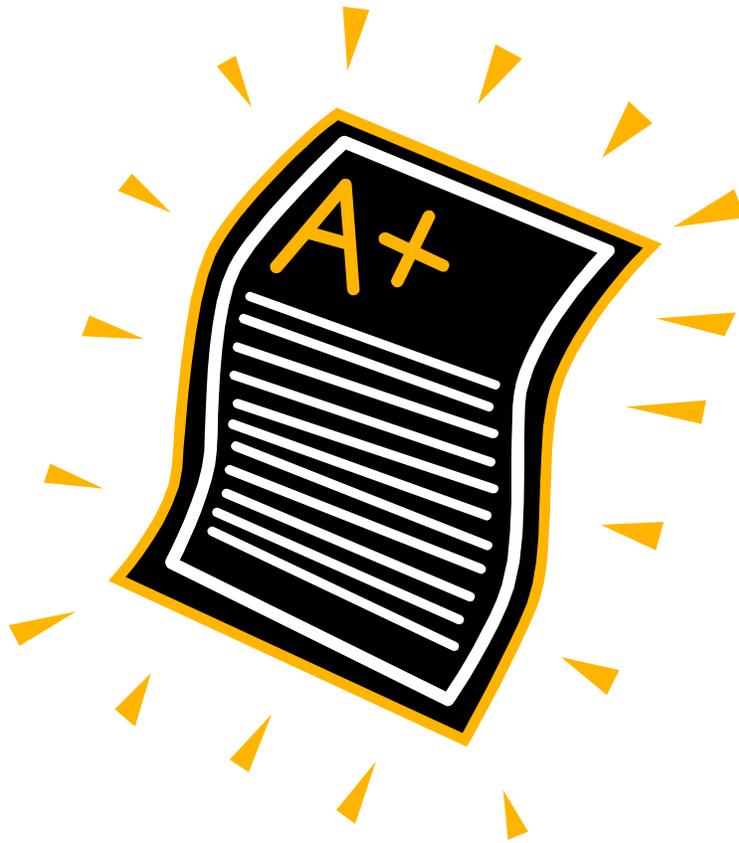
LEADERSHIP INNOVATION AND CHANGE COUNCIL RESPONSIBILITIES

The purpose of the Leadership Innovation and Change Council (LINCC) as delineated by Dr. Librera, Commissioner, Department of Education, is to facilitate the participation of the principal, teachers, staff, parents, grandparents or guardians, and the community to develop a culture of cooperation, accountability and commitment, all with a focus on improving student achievement. In order to increase student achievement the LINCC will work diligently to:

- Assist in the development of the school three-year operational plan and annual school budget.
- Adopt an annual school-based budget sufficient to support implementation of the school three year operational plan.
- Assist the school in overseeing and the evaluation of the three year plan.
- Assist in the effective delivery of instruction by identifying and allocating resources for students.
- Analyze assessment data; assess, review, and improve standards-based reform, whole school reform, and support for teaching, students' learning and parent engagement;
- Participate in required district and/or building level training.
- Interview and recommend at least three administrative candidates to the Superintendent when appropriate.
- Collaborate with the district's central office and the principal to analyze school needs.



PART II GRADING GUIDELINES



PART II GRADING GUIDELINES

GRADES 1-12

A grade represents the student's total academic achievement within a given course over a specified period of time.

The examination of at least 10 artifacts or products of learning are required in order to analyze and determine the student's progress during a report period. In grades 1-12, a minimum of one grade for each report period must be a sample of nonfiction writing.

Student academic progress will be determined through the analysis of student work and assessments which may include but are not limited to:

- Performance-based assessments, project-based assessments, and portfolios.
- In-class performance tasks, exhibits, and demonstrations.
- Various types of tests such as teacher-made tests, chapter tests, unit tests, quizzes, tests which mirror state assessments, mid-terms and final examinations.
- Homework assignments such as essays, research papers, and reports.
- Classroom observations with anecdotal notes.
- Class participation as evidenced through the student's active role in asking and responding to questions, and in using the appropriate norms for engaging in group discussions.
- Self-reflection/assessment as evidenced through portfolio work and other opportunities.

Grades in literacy language arts, math, science, and social studies are to be determined through the use of these guidelines for each report/marking period.

ATTENDANCE



In order for students to benefit from the rigorous instruction and to perform successfully on assessments. Attendance is the collective responsibility of students and parents. The following is a rubric for judging attendance.

- The student has perfect attendance.
- The student has missed no more than two days (one day if using block scheduling) and has provided the appropriate documentation for the absences which include the date, the reason for the absence and the parent or guardian's signature.

A doctor, school nurse, or parent-verified illness/injury which prevents the student from attending school

Participation in a special school event or competition

A death in the immediate family or other significant personal or family crisis or Court appearances

- The student has missed more than 3 unexcused absences and will be referred to the Intervention Referral Process (IRP), where and Individual Performance Plan (IPP) will be created and implemented.

Making Up Assignments

Students will be provided with the opportunity to make up assignments for excused absences. Students will be given 1 day for EACH DAY of an EXCUSED ABSENCE to make up such assignments.

		Block Scheduling
1 day excused absence	1 day to make up missed assignments	2 periods
2 days excused absences	2 days to make up missed assignments	4 periods
3 days excused absences	3 days to make up missed assignments	6 periods

*** Due to block scheduling at the high school, please be advised that missing one class is counted as missing two class periods. Using this formula, you can't miss more than 3 days without an extreme penalty.**

STUDENT ACHIEVEMENT RUBRIC



A rubric, a scoring tool, is used to measure what is important to learn relative to a subject. The purpose of the student achievement rubric below is to provide a common language for discussing student progress as it relates to the objectives of a unit or course.

Exceeds Standards 93-100=A

The student has a complete and detailed understanding of the important information related to the objective derived from the standards. The student can perform the skills or processes important to the objective without significant errors and with fluency. The student understands the key features of the skills or processes necessary to achieve the objective.

Meets Standards 83-92=B

The student has a complete understanding of the important information related to the objective but not in great detail. The student can perform the skills or processes important to the objective without making significant errors. The student understands the key features of the skills or processes.

Approaching Standards 73-82=C

The student has an incomplete understanding of the topic and/or misconceptions about some of the information related to the objective. However, the student maintains a basic understanding of the objective. The student makes some significant errors when performing the skills or processes important to the topic but still accomplishes a rough approximation of the skills or processes.

Below Standards 65-72=D

The student has an incomplete understanding of the topic and has misconceptions about most of the information related to the objective. The student is unable to perform the skills or processes necessary to complete the task.

Significantly Below Standards 50-64=F

The student fails to attempt the completion of the task. This may be due to an incomplete understanding of the topic and/or misconceptions about the information related to the objective.

GRADES/PERCENTAGE EQUIVALENTS



The schools are required to provide proficiency indicators, grade equivalents or percentages to evaluate student performance in all subjects in grades 1-12 to students and parents.

Course performance is based on the chart below.

Grade	Percentage Equivalent
A	93-100
B	83-92
C	73-82
D (mandatory intervention required)	65-72
F (failing)	64 -50

Grades 1-12, a passing grade is defined as 65 % or better on any test, project or assignment.

MARKING PERIOD REQUIREMENTS



Grades 1-2	Grades 3-5	Grades 6-12*
<p>65% Multiple Assessments-including informal and formal observations, portfolios, nonfiction writing, and tests, 35% Classwork (Assessments should indicate that the student is working at or near grade level.)</p>	<p>45 % Assessments 20% Portfolio Requirements 30%-Projects 5%-Classroom Participation and /or Homework (Assessments should indicate that the student is working at or near grade level.)</p>	<p>40% Formal Assessments 40% Performance-based Assessments 10% Informal Assessments 10% Classroom Participation/Homework (Assessments should indicate that the student is working at or near grade level.)</p>

***Examples**

Formal Assessment-quizzes, tests, midterms, finals

Performance-based Assessment-projects, portfolios, labs, research papers

Informal Assessments-in class performance tasks, exhibits, demonstrations, class assignments



SUPERINTENDENT'S HONOR ROLL

Students who maintain Honor Roll status i.e., (High Honor Roll or Honor Roll) for two consecutive marking periods will be designated as members of the **Superintendent's Honor Roll**.

At each school, recognition ceremonies will be held to acknowledge those students who have attained academic or attendance honor roll. Such ceremonies will occur within two weeks following each report period. Schools may want to include other recognition awards as well such as leadership, most improved student, citizenship, participation, etc.

Determining Honor Roll

High Honor Roll

HIGH HONOR ROLL -Superintendent's List	All A's 93%-100%
<i>Students who receive A's in the specified courses and A's or B's in all other courses. In addition students must demonstrate self management of learning and responsible behavior.</i>	English/LAL Social Studies Mathematics Science World Languages*
	A's or B's 83%-100%
	Visual and Performing /Practical Arts Technology Physical Education



Honor Roll

HONOR ROLL-Principal's List	A's (93%-100%) and B's (83%-92%)
<i>Students who receive A's or B's in the specified courses and A's, B's and no more than one C in all other courses. In addition, students must demonstrate self management of learning and responsible behavior.</i>	English/LAL Social Studies Mathematics Science World Languages*
	B's (83%-92%) and one C (73%-82%)
<i>(No more than 1 C)</i>	Visual and Performing/Practical Arts Technology Physical Education

*Grades 9-12

Rising Stars

The student has received honor status in electives in Schools of Choice or in Middle School
The student has improved in one or more grades in math, science, English/Language Arts, science or history. For example a student, raising a D (65% -72%) to a C (73%-82%) or a C to a B (83%-92%) but not from an F to a D will be considered a Rising Star .

Attendance Honor Roll

SUPER HONOR ROLL	HONOR ROLL
<i>Student has achieved perfect attendance.</i>	<i>Student has missed no more than 4 days during the school year and has provided the appropriate documentation.</i>



GUIDELINES FOR DETERMINING RANK IN CLASS GRADES 9-12

The high school will use the guidelines below for computing grade point average and determining rank in class.

Computing Class Rank

All final grades in all courses will be added together. The total grades will be divided by the number of credits attempted. For students in grades 9, 10, and 11, this number will determine the student's class ranking at the time the calculations are made. For grade 12, this will determine the student's final class rank based on the end of the third marking period.

(includes ELLs)

Advanced	Honors	Standard
A=6	A=5	A=4
B=5	B=4	B=3
C=4	C=3	C=2
D=3	D=2	D=1
F=2	F=1	F=0

Valedictorian

In order to be considered for the Valedictorian or Salutatorian, a student has to complete his entire junior and senior year at Plainfield High School. The senior student who holds the first place ranking according to the above process (using the third marking report period of their senior year) will be selected as the **class valedictorian and will be responsible for giving the senior class speech during the graduation exercises.** Should more than one student hold this ranking, the title will be co-valedictorians and each student shall represent the class as co-valedictorians and be responsible for giving a senior class speech during graduation exercises.

Salutatorian

The senior student who holds the second place ranking according to the above process will be selected as the **class salutatorian and responsible for delivering the welcome component of the senior class graduation exercises.** Should more than one student hold this ranking, the title will be co-salutatorians and each student shall represent the class as co-salutatorians and be responsible for a welcome address during graduation exercises.



PART III PROMOTION GUIDELINES



PART III PROMOTION GUIDELINES

Guidelines for promotion have been developed to complement the expectations and skills required by **the New Jersey Core Curriculum Standards**. As such these guidelines:

- Do not support social promotion but rather diminish grade retentions to the greatest extent possible by an aggressive early intervention and parent notification process;
- Ensure promotions are earned and based on academic achievement;
- Acknowledge that students can demonstrate academic achievement in multiple ways;
- Establish a process that supports students and demands rigorous work; and,
- Recognize that students learn at different rates and uses various methods to respond to students' differences.

PROVISIONS FOR STUDENTS WHO ARE ENGLISH LANGUAGE LEARNERS

Teachers must make the necessary provisions for students who are English Language Learners (ELLs). In order to make the appropriate provisions, teachers must be familiar with their students' Language Proficiency Scores, (posted in the grading book); exit date from the program; and, what types of services, if any, designated students are receiving from the building ESL teacher. In instances where ELLs are placed in monolingual classes, the classroom teacher will work collaboratively with the ESL teacher to make sure that the same rigorous curriculum is being addressed. While it is of great importance that the teacher use the strategies and materials included in their particular program (Literacy and Math) for ELLs, the curriculum at hand and the grading system remains the same.

Special Needs Students

Students who are educationally challenged must successfully complete their prescribed educational program to be eligible for graduation.



GRADE RETENTION AND PROMOTION

Elementary K-2 Promotion

Grade retention is not advocated in grades K-2 nor should any student be retained more than once in the elementary school. This practice is supported by numerous research studies including *Ending Social Promotion: The Effects of Retention*

<http://news.uchicago.edu/releases/04/040407.retention.shtml>

A Synthesis of Grade Retention Research: Looking Backward and Moving Forward

http://www.education.ucsb.edu/jimerson/retention/CSP_RetentionSynthesis2001.pdf

The District supports the research which emphasizes the developmental nature of learning in the early years and the detrimental impact that the practice of retention can have on graduation rates. **No student will be retained more than once in the elementary, middle or high school cycle.** The district's strategy for decreasing the number of students who are retained include early identification and intervention, tutoring before, during and after school and research-based programs designed to accelerate learning.

Elementary/Middle School Promotion Grades 3-8



1. Academic performance, a promotion requirement, is assessed by multiple measures of progress in the following content areas:
 - Language Arts Literacy
 - Mathematics
 - Science
 - Social Studies
2. A student will be promoted to the next grade level, if he/she:
 - Scores at or above proficiency levels on district assessments, as determined by the Department of Curriculum and Instruction; and,
 - Earns at least a cumulative passing grade average during the final marking period in specified content areas.
 - Meets the standards as determined by appropriate assessments.
3. A student will require intervention, if he/she:
 - Scores below proficiency on district assessments ;
 - Scores below proficiency levels on state assessments; and,
 - Does not earn at least a cumulative passing grade average in specified subject areas during the final marking period.
 - Does not meet the standards as determined by an analysis of the appropriate assessments.
4. If the student does not meet all the criteria in number “2”, and the teacher feels the student should be promoted, then the teacher must provide strong documentation of proficiency in the content areas through indicators such as:
 - Teacher observation/Anecdotal notes
 - Progress reports
 - Classroom participation
 - Classroom projects
 - Portfolio assessments
5. If the student does not meet all of the criteria in “2” and is in the bilingual program or is classified as special needs; prescribed assessment and evaluation procedures shall be used, including but not limited to portfolio assessment.

No student will be retained more than once in the elementary, middle or high school cycle. The district’s strategy for decreasing the number of students who are retained include early identification and intervention, tutoring before, during and after school and motivational programs designed to accelerate learning.



Secondary School Promotion Grades 9-12

Advancing to Grade 10

- Students who successfully complete ninth grade will earn no less than twenty-five (25) credits, including satisfactorily completion of the following:

Core Courses

English 9B	5 Credits
Algebra 1 B	5 Credits
World History	5 Credits
Intro to Earth/Physical Science	5 Credits
Physical Ed/Health	5 Credits

Required Electives

English 9A	5 Credits
Algebra 1A	5 Credits
Additional Coursework	5 Credits

Advancing to Grade 11

- Students who successfully complete tenth grade will earn no less than fifty-five (55) credits, including the satisfactorily completion of the following:
- English 9 & 10 10 Credits
- Algebra & Geometry 10 Credits
- World History &
U.S. History I 10 Credits
- Intro. Earth/Physical Science
& Biology 10 Credits
- Phys. Ed./ Health 9 & 10 10 Credits
- World Languages 1 10 Credits

Required Electives

Additional Coursework 20



GRADUATION REQUIREMENTS

- Students must successfully meet minimum student proficiencies in order to pass the following required courses for grades 9-12:

- English 20 Credits
- History 15 Credits
- Science 15 Credits
-
- Phys. Ed. /Health 20 Credits
- Math 15 Credits
- World Languages 10 Credits or testing
- Visual, Practical 5 Credits
Performing Arts
- Practical Arts 5 Credits
(Career Education and Consumer Skills)
- Electives 15 Credits

Total Number of Required Credits =120

Students must successfully pass courses with a minimum of 120 credits (information from the student handbook, p. 7)

- Students must pass statewide minimum levels of the New Jersey Department of Education High School Proficiency Assessments in reading, writing and computational skills or complete the SRA process in order to receive a high school diploma.
- Students who miss 9 or more days per semester will not earn course credit for that semester.

Students who have completed their required courses prior to the end of their fourth year in high school should be enrolled in elective courses (including Advanced Placement courses, Virtual High School courses, internships, community service activities, and independent study programs) or in dual enrollment courses in local colleges or universities.



OPTION TWO

Plainfield High School is an Option Two secondary school(N.J.A.C. 6A: 8-5.1(a) ii). To that end, it is permitted to provide an alternative to only taking traditional high school courses. Options Two involves following multiple and diverse paths to success for all students. It allows students to receive credit for learning experiences outside the traditional classroom. Option Two may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extra-curricular programs, and/or other structured learning experiences. Another example, would be the successful completion of accredited college courses that are aligned with the Core Curriculum Content Standards.



PART IV INTERVENTION TIMELINE/RETENTION



PART IV- INTERVENTION TIMELINE/RETENTION

In order to actualize our District's mission, a commitment to early intervention must be firmly established and monitored. Every effort will be made to provide instruction that meets the needs of each student. Intervention must begin as soon as possible. Following is the recommended intervention timeline for student in grades 1-12 for yearlong coursework.

- By the end of **September**, all parents/guardians must be notified of the name and school phone number of the staff person to call (in addition to the teacher) regarding academic concerns.

- By mid **October or earlier**, if a teacher is concerned about a student meeting the grade level subject standards, the following must occur:
 - ✓ Begin documentation in an Intervention Log of the intervention strategies used to assist the student.
 - ✓ Notify the parents/guardians in writing of the assistance being provided.
 - ✓ Meet with support personnel to discuss the student's academic, emotional and social progress.

- By mid **November**, if the student has not improved;
 - ✓ Meet with the parents/guardians.
 - ✓ Examine and alter current instructional strategies, programs or materials (including the use of technology).
 - ✓ Implement tutoring (before, during or after school) if the student is not already participating in a tutoring program.

- If by the **close of the first marking period**, the problem persists:
 - ✓ Discuss the student's progress with the tutor.
 - ✓ Develop an Individual Academic Plan for the student (See Appendix A).
 - ✓ Make a referral to Student and Family Support Services or other health-related or social services.
 - ✓ Make a referral for a Special Needs evaluation, where necessary and appropriate, to determine if there is a specific learning disability (pre-referral documentation must include an intervention log which describes the various interventions put in place and the effects)
 - ✓ Engage parents/guardians in consideration of the above strategies and inform them in writing of any resultant decisions. Parents may request a Special Needs' evaluation for their child as well. The final decision will rest with the appropriate support team in collaboration with the parents.



- From **February to April**, teachers must maintain written monthly contact with the parents/guardians of students who are struggling to apprise them of their child's progress. Copies of these notifications must be kept on file. The Individual Improvement Plan, developed by the students' teacher at the end of the first marking period, must be revised and monitored closely.
- A second parent conference must be held before **May 30**, to determine if the student will be promoted.
- By **June 1**, all parents of students who will be retained must be notified in writing of the impending retention. Copies of these letters must also be sent to the Chief of Staff and the Director of Curriculum and Instruction.
- By **June 10**, Individual Academic Plans must be updated by the subject teacher for each student being retained. Copies of the Individual Academic Plans must be sent to the Director of Curriculum and the Chief of Staff as well as the receiving summer school principal or designee by this date.



Secondary Intervention Guidelines

By each mid-marking period, all students will receive a progress report indicating their academic achievement as measured by subject standards. Parents of students who are not meeting the standards will be notified immediately, in writing, by the teacher. A meeting will be requested by the School Family Support Services to review student progress and develop strategies and recommendations for academic improvement. The **SFSS team** will include: content supervisor, teacher, student, school based counselor, as well as the drop out prevention specialists.

Early Intervention for courses which are only **one semester** in length will follow the same procedures, however, the time period between steps must be adjusted significantly.

The District recognizes that the retention of students is not an effective strategy for improving the academic success. Therefore, the District has established these guidelines to decrease the number of students retained students. As such, the district does not advocate the failure of students in grades K- 2. Nor is more than one school year failure per school level is not permitted. The final decision concerning students shall always be made on the basis of what seems best for the student. This final decision shall be made by the principal or his/her designee

Ramp Up Summer School Requirement



Based upon adequate financial resources, Ramp Up Summer School will be provided. Ramp Up Summer School shall be for students who have not achieved grade level mastery. It is a four week extension of the school year. All students entering Ramp Up Summer School will be pre and post tested by the summer school principal/ or designee to determine progress made toward the standards. Individual Academic Plans must also be reviewed by summer school teachers in order to provide effective instruction. At the end of the summer school program, the principal is responsible for reporting students' progress to the home school, the Chief Academic Officer and the Chief of Staff. Middle and high school students enrolled in a summer school course to make up a failed course must pass the course in order to be promoted to the next grade level.

Enrichment Summer School Opportunities

The District will continue to seek partnerships and funding to provide opportunities for students to participate in summer courses for enrichment. As such, District personnel will develop individually or in conjunction with neighboring colleges and universities programs which provide extended and enhanced learning experiences.



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PART V

FORM

LETTERS



Plainfield Board of Education
Plainfield Public Schools

Early Intervention Notification Letter

School _____

Date _____

To The Parent/Guardian of _____
Student's Full Name

I am concerned that your son/daughter is not progressing as expected in _____ (subject). Attached to this letter are examples of his/her work in this class. To assist your child, I would like to discuss intervention strategies with you as soon as possible. I am available to meet with you during the times listed below. Please circle the time which is convenient for you and return this form signed as soon as possible. I will contact you to confirm our scheduled conference time.

I can meet with you during the following dates and times:

Date	Time

Sincerely,

Teacher

School Telephone Number

Parent's Signature

Telephone where you can be reached at.



Plainfield Board of Education
Plainfield Public Schools

Attendance Letter

School _____

Date _____

To The Parent/Guardian of _____
Student's Full Name

Our records indicate that your child has been absent a total of _____ days this year. Academic progress is directly related to regular and punctual attendance in school. It is important for your child to be in attendance each day in order to take advantage of the information and the experiences offered. We believe you share our interest in your son/daughter taking full advantage of all that is offered during the course of a school day.

In order for your child's attendance to improve, your cooperation will be necessary and appreciated. Please call the school at _____ if you have further questions regarding our concerns related to his/her attendance.

Thank you for your support, interest, and immediate attention to this important matter.

Sincerely,

Teacher

School Telephone Number

Parent's Signature

Telephone where you can be reached at.



Plainfield Board of Education
Plainfield Public Schools

School _____

POSSIBLE RETENTION

Date _____

To The Parents/Guardian of: _____

As you are aware, the second marking period has just ended. Your child's teacher, _____, has informed me that _____ is failing academically. If during the next marking periods, that is from now until June, your child does not show satisfactory improvement in the basic academic subjects – reading, math, and language arts, your child will be retained for the coming school year.

It is extremely important that you meet with your child's teacher(s) as soon as possible to discuss some of the problems and ways you can help.

Please call _____ at _____ to arrange for a conference.

Sincerely,

Principal

c: Teacher
Student File
School File

Plainfield Board of Education
Plainfield Public Schools



School _____

RETENTION

Date _____

This written document is to verify that on _____,
I, _____ met with the parties signed below to
discuss the possible retention of my child _____ in
grade _____. Suggestions to alleviate possible retentions, if adhered in full detail.

Parent Signature _____ Date _____

Persons Present

Teacher(s):	

Other: _____

Principal: _____

**Note: WRITTEN PARENTAL REQUEST FOR APPEAL MUST BE RECEIVED BY
THE SUPERINTENDENT NO LATER THAN JUNE 2nd.**



Plainfield Public Schools

Instructional Improvement Plan

For any student who is to be retained, the **Support History Form** documents the identified needs and the actions taken during the school year. The **Support History Form** and back-up documentation are due to the Office of the Chief of Staff no later than the last week in May for elementary students and the first week in June for all other students.

An Instructional Improvement Plan for every student to be retained must be completed by the classroom teacher(s) who is making the recommendation for retention. **Instructional Improvement Plans are due to the Office of the Chief of Staff and the Director of Curriculum and Instruction no later than the second week in June.**

Directions for Completing the Instructional Improvement Plan:

1. Enter the specific literacy/and or mathematics standards that the student has not reached
2. Enter data sources used to identify needs and attach documentation. For example, if a student is below standard in narrative writing, the teacher might identify the elements of the standard that are not met (e.g., contain dialogue used effectively) from the class profile sheet
3. Describe specific instructional strategies that will be used to address the identified need.
4. Indicate how the student's progress in meeting each identified standard will be measured.
5. Enter the anticipated assessment date.
6. Complete after the assessment has been taken and analyzed. The principal or principal's designee will monitor the progress of each of the students.
7. Conferences between the teacher, principal, support staff, parent and student will be held after each marking period and documented on the form.

PLAINFIELD PUBLIC SCHOOLS

INSTRUCTIONAL IMPROVEMENT PLAN FOR RETAINED STUDENTS

Date _____

Student's Name

School Year

School Name

Completed by

Teacher's Name

Teacher's Signature

Approved by

Principal's Name

Principal's Signature

1. Identified need (specific literacy and/or mathematics standards)
2. Data sources(2) used to identify needs (e.g., TAP items, SPA/state test clusters, class profile forms)

3. Instructional Strategies

4. Plans for assessment of student progress

5. Assessment date(s)

6. Results of assessment (Attach student work as evidence of achievement of identified standards).

Approved by Superintendent or designee: _____ Date _____

Feedback from Superintendent _____

Revised by _____ (New Teacher's Name) _____ (New Teacher's Signature)

Approved by _____ (Principal's Signature)

Conference Reviews after each marking period:

First Marking Period Date: _____

Comments:

Signatures _____
Parent/Guardian Student Teacher

SUPPORT HISTORY DOCUMENT

Student's Name

School Grade _____ Grade _____ School Year _____

Teacher _____

Record the action(s) taken to support the student in making progress towards the academic standards. Check the standard(s) that the student is in danger of not meeting:

- Below standards in language arts literacy based on district assessments
- Below standards in language arts literacy based on course grade
- Below standards in mathematics based on district assessments
- Below standards in mathematics based on course grade
- Below attendance standard

1. When was the need(s) identified?
2. Who identified the need?
3. When and how was parent notified?
4. Attach Intervention Strategies Log.

5. Indicate assessments and results of the interventions.

Intervention Strategies Log
 School _____ - Year _____

Please check the appropriate sequence of strategies used to support students in danger of not meeting standards in literacy and/or mathematics.

Student Name _____ Grade _____ Teacher _____

	Description	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
1.	Review student's history.												
2.	Met with student.												
3.	Called or e-mailed parent(s) guardian(s).												
4.	Requested parent(s) guardian(s) conference												
5.	Met with parent(s)/guardian(s)												
6.	Discussed situation with administrator.												
7.	Tutored student or worked one-on-one.												
8.	Enlisted the help of student or peer tutors.												
9.	Paired student with a study buddy.												
10.	Referred to Student Family Support Services.												
11.	Referred to Child Study Team.												
12.	Tailored curriculum to student interest when possible.												
13.	Differentiated instruction.												
14.	Used Leap Frog or Read 180.												
15.	Used a variety of assessments.												
16.	Asked a reading teacher to assess student's reading ability.												
17.	Helped student set goals.												
18.	Used written behavior or learning contracts.												

Intervention Plan/Log

All concerned parties providing intervention or support services must briefly record the dates the services are planned, indicating student or teacher absence for each session. The classroom teacher is responsible for maintaining the log. Submission of a copy of this document is required at all meetings with the administrators or counselors regarding the effectiveness of the plan.

School _____
Teacher _____
Principal _____

Student _____
Subject _____

Grade _____
Date _____

Monday	Tuesday	Wednesday	Thursday	Friday

Grades Appeal Process

The “Grades Appeal Process” is designed for students in grades six through 12. In order to appeal a grade, the process below must be followed:

1. The child discusses with his parents/guardians the various tests, assignments and the criteria which were used to determine the grade (actual examples are preferred).

If the appeal is unresolved

2. The parent contacts the teacher to discuss the grade and the students’ work.

If the appeal is unresolved

3. The teacher schedules a meeting with the parent and the guidance counselor for a second discussion and a review of the students’ work.

If the appeal is unresolved

4. The teacher schedules a meeting with the parent, teacher and the principal to review the students’ work to resolve the issue.

The time period for the appeal process should not exceed more than thirty days from the first contact through the resolution.

STUDENT AND FAMILY SUPPORT SERVICES
REFERRAL/REQUEST FOR ASSISTANCE MEMO
Confidential

TO: Student and Family Support Team

FROM: _____

DATE: _____

STUDENT DEMOGRAPHICS:

NAME : _____

ID#: _____ D.O.B.: _____ GRADE: _____

SCHOOL: _____

REFERRING PERSON'S TITLE & AVAILABILITY _____

Reasons for Request for Assistance (Must be for school-based issues, i.e., academics, behavior, school health):

Specific and Descriptive Observed Behaviors (Hearsay or subjective comments will not be accepted):

Please list all teachers and/or specialists who have contact with this student (if applicable)

The "Prior Interventions Checklist" must also be completed for your request to be considered.

Place the completed forms in a sealed envelope and deliver to the SFS team mailbox or school designated location.

Turn page over →
(Prior Interventions Checklist)

STUDENT AND FAMILY SUPPORT SERVICES

REFERRAL/REQUEST FOR ASSISTANCE PRIOR INTERVENTIONS CHECKLIST

Confidential

Please indicate the interventions you have tried prior to this request for assistance. Indicate date(s) and frequency for each intervention.

	<u>(√)</u>	<u>Date(s)</u>	<u>Frequency</u>
1. Spoke to student privately after class.			
a) Explained class rules and expectations.			
b) Explained my concerns.			
2. Gave student help after class/school.			
3. Changed student's seat.			
4. Spoke with parent on the telephone Phone number _____			
5. Gave student special work at his/her level.			
6. Checked cumulative folder.			
7. Held conference with parent in school.			
8. Sent home notices regarding behavior/school work.			
9. Arranged an independent study program for student.			
10. Gave student extra attention.			
11. Set up contingency management program with student.			
12. Assigned student detention.			
13. Referred student to guidance _____, family liaison _____, substance awareness coordinator _____, administration _____, other (specify) _____. _____. <i>(indicate dates & frequency)</i>			
14. Involved in in-house program/after-school program (i.e. Safety Net, School Based Youth Services, Homework Helper) _____			
15. Other (Please explain.) _____ _____ _____ _____ _____ _____			

Staff Member's Signature: _____

Date: _____

Turn page over →
(Referral Memo)

STUDENT AND FAMILY SUPPORT SERVICES

TEACHER DATA COLLECTION FORM

Confidential

Date: _____ Teacher Name: _____

Student Name & ID: _____ D.O.B: _____

Grade: _____ Days Absent to Date: _____

School: _____

Directions: *Please provide the information requested in the appropriate spaces below.*

<i>Subject(s)</i>	<i>Current Academic Performance Levels/Grades</i>	<i>Student Strengths</i>	<i>Student Areas for Improvement</i>

Directions: *Please place a check before each behavior or action listed below that you have observed. Remember, only behaviors or actions you have observed should be noted.*

Classroom Performance (This only assesses weak areas)

- | | |
|---|--|
| <input type="checkbox"/> Failure in one or more subject areas (identify) _____
<input type="checkbox"/> Drop in grades, lower achievement
<input type="checkbox"/> Needs directions given individually
<input type="checkbox"/> Does not ask for help when needed
<input type="checkbox"/> Prefers to work alone
<input type="checkbox"/> Does not complete homework
<input type="checkbox"/> Does not complete in-class assignments
<input type="checkbox"/> Homework is disorganized or incomplete
<input type="checkbox"/> Other _____ | <input type="checkbox"/> Short attention span, easily distracted
<input type="checkbox"/> Poor short-term memory, e.g., can't remember one day to the next
<input type="checkbox"/> Finds it hard to study
<input type="checkbox"/> Gives up easily
<input type="checkbox"/> Lacks desire to do well in school
<input type="checkbox"/> Has demonstrated ability, but does not apply self |
|---|--|

Background Information (If known, please do not ask child or family.)

- | | |
|--|--|
| <input type="checkbox"/> Attendance problems
<input type="checkbox"/> Latchkey child
<input type="checkbox"/> Involvement with community agencies
<input type="checkbox"/> Death in the immediate family
<input type="checkbox"/> Chronic illness in immediate family
<input type="checkbox"/> Divorce or separation
<input type="checkbox"/> Unemployment
<input type="checkbox"/> Single parent household
<input type="checkbox"/> Previously identified for drug/alcohol use
<input type="checkbox"/> Adjudicated for a juvenile offense | <input type="checkbox"/> Lives with someone other than parent
<input type="checkbox"/> Known medical problem
<input type="checkbox"/> Takes medication
<input type="checkbox"/> Previously involved with counseling
<input type="checkbox"/> Currently involved with counseling
<input type="checkbox"/> Previously identified for assistance
<input type="checkbox"/> Discusses concerns regarding drug/alcohol use in the home
<input type="checkbox"/> Family member incarcerated or adjudicated |
|--|--|

Turn page over →

Social Skills

- | | |
|---|--|
| <input type="checkbox"/> Tends to stay to self, withdrawn | <input type="checkbox"/> Disrespects or defies authority |
| <input type="checkbox"/> Lack of peer relationships | <input type="checkbox"/> Regularly seeks to be center of attention |
| <input type="checkbox"/> Appears lonely | <input type="checkbox"/> Frequent ridicule from classmates |
| <input type="checkbox"/> Slow in making friends | <input type="checkbox"/> Appears unhappy/sad |
| <input type="checkbox"/> Disturbs other students | <input type="checkbox"/> Lacks control in unstructured situations |
| <input type="checkbox"/> Negative leader | <input type="checkbox"/> Change in friends |
| <input type="checkbox"/> Unyielding or stubborn on positions | <input type="checkbox"/> Sexual behavior in public |
| <input type="checkbox"/> Argues with teacher | <input type="checkbox"/> Difficulty in relating to others |
| <input type="checkbox"/> Hits and/or pushes other students | <input type="checkbox"/> Talks freely about drugs/alcohol |
| <input type="checkbox"/> Threatens other students | <input type="checkbox"/> Other social <i>behavior</i> of concern: |
| <input type="checkbox"/> Teases other students | _____ |
| <input type="checkbox"/> Angered by constructive criticism | _____ |
| <input type="checkbox"/> Demonstrates lack of self-confidence | _____ |

Disruptive Behavior

- | | |
|--|---|
| <input type="checkbox"/> Defiance, violation of rules | <input type="checkbox"/> Obscene language, gestures |
| <input type="checkbox"/> Blaming, denying, not accepting responsibility | <input type="checkbox"/> Noisy, boisterous at inappropriate times |
| <input type="checkbox"/> Fighting | <input type="checkbox"/> Crying for no apparent reason |
| <input type="checkbox"/> Cheating | <input type="checkbox"/> Highly active, agitated |
| <input type="checkbox"/> Sudden outbursts of anger, verbally abusive to others | <input type="checkbox"/> Erratic behavior |
| <input type="checkbox"/> Lack of impulse control | <input type="checkbox"/> Mood swings |
| | <input type="checkbox"/> General changes in behavior patterns |

If you have checked any item under the Social Skills or Disruptive Behavior sections, please attach another piece of paper and provide a detailed explanation.

Physical Symptoms

- | | |
|---|--|
| <input type="checkbox"/> Underweight | <input type="checkbox"/> Frequent physical injuries |
| <input type="checkbox"/> Overweight | <input type="checkbox"/> Deteriorating hygiene |
| <input type="checkbox"/> Smells of tobacco, alcohol marijuana | <input type="checkbox"/> Dramatic change in style of clothes |
| <input type="checkbox"/> Wears clothes that challenge the dress code or are inappropriate | <input type="checkbox"/> Sleeping in class |
| <input type="checkbox"/> Appears tense, on edge | <input type="checkbox"/> Glassy, bloodshot eyes |
| <input type="checkbox"/> Slurred or impaired speech | <input type="checkbox"/> Frequent requests to see nurse |
| <input type="checkbox"/> Appears sleepy, lethargic | <input type="checkbox"/> Unsteady on feet |
| <input type="checkbox"/> Impaired vision | <input type="checkbox"/> Problems with muscle or hand-eye coordination |
| <input type="checkbox"/> Impaired hearing | |

Home/Social/Family Problems:

- | | |
|---|--|
| <input type="checkbox"/> Family problems | <input type="checkbox"/> Peer problems |
| <input type="checkbox"/> Runaway | <input type="checkbox"/> Job problems |
| <input type="checkbox"/> Family alcohol/drug problems | |

Related Services or Programs

a) School-based:

- Title I
- Reading Specialist
- Speech and Language Correctionist
- Gifted and Talented Program
- Substance Awareness Coordinator
- Guidance Counselor
- School Social Worker
- Other Specialists or Services

b) Extra Curricular Activities:

- Missed athletic practice without substantial/acceptable reason
- Missed club/group meeting without substantial/acceptable reason
- Loss of eligibility
- Dropped out of activity (name of activity): _____

Positive Qualities

List 1-3 (or more) skills or other positive characteristics and strengths, both personal (e.g., talents, traits, interests, hobbies) and environmental (e.g., friends, family members, faith community) that you have observed or that apply for this student:

Thank you for your cooperation and concern!

PART VI

POLICIES

ROLE OF PARENTS/GUARDIANS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents/guardians and the school community. It is the joint responsibility of both the school and the home to develop and maintain a strong communication program which encourages parental involvement in district concerns.

The Board of Education recognizes the vital role of parents/guardians in the welfare and education of their children and the pivotal part they play in shaping character and values. Because parents/guardians are familiar with the needs, problems, gifts and abilities of their children, staff will make every effort to involve parents/guardians as much as possible in the planning of the individual program. All parents/guardians are expected to review with their children the school compact, an agreement between home and school incorporating shared responsibilities and partnerships for student learning. Parents/guardians must, by law, be included in the development of certain educational programs for their children.

Parents/guardians are requested to keep the school apprised of changes in factors in the home situation which may affect pupil conduct or performance. Parents/guardians are specifically requested to inform the school of any changes in legal custody of the child.

Parents/guardians are responsible for their child's punctuality, attendance, cleanliness and propriety of dress.

The Chief School Administrator shall develop procedures and regulations to implement this policy. These regulations shall include use of the parent/guardian's native language.

Adopted by the Board of Education

at its meeting of May 20, 1997

Amended April 21, 2004

Amended August 11, 2005

Legal References: N.J.S.A. 18A:35-4.9
N.J.S.A. 18A:35-22

N.J.A.C. 6A:8-4.3
N.J.A.C. 6A:14-1.1 et seq.
N.J.A.C. 6A:10A-1.1 et seq.

N.J.A.C. 6A:30-1.1 et seq.
N.J.A.C. 6A:32-12.1
N.J.A.C. 6A:32-12.2

Pupil promotion and remediation; policies and procedures
Notice to parents that child identified as eligible
for enrollment; option of declining enrollment; involvement of
parents in program
Accountability
Special Education
Improving Standards-Driven Instruction and Literacy and
Increasing Efficiency in Abbott School Districts
See particularly:
N.J.A.C 6A:10A-5.3
through 5.5
Evaluation of the Performance of School Districts
Reporting requirements
School-level planning

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

Manual for the Evaluation of Local School Districts

Possible

<u>Cross References:</u>	1220	<u>Ad hoc</u> advisory committees
	1230	School-connected organizations
	1250	Visitors
	5113	Absences and excuses
	5114	Suspension and expulsion
	5120	Assessment of individual needs
	5124	Reporting to parents/guardians
	5125	Pupil records
	5131.5	Vandalism/violence
	5131.6	Drugs, alcohol, tobacco (substance abuse)
	6142.2	English as a second language; bilingual/bicultural
	6146	Graduation requirements
	6146.2	Promotion/retention
	6147.1	Evaluation of individual student performance
	6162.4	Community resources
	6171	Special Education
	6171.1	Remedial instruction
	6171.3	At-risk and Title 1
	6171.4	Special education

ABSENCES AND EXCUSES

In order for the board of education to fulfill its responsibility for providing a thorough and efficient education for each pupil, the complete cooperation of parents/guardians and pupils is required to maintain a high level of school attendance.

The frequent absence of pupils from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of pupils to complete the prescribed curriculum requirements successfully.

A pupil must be in attendance for 165 or more school days in order to be considered to have successfully completed the instructional program requirements of the grade/course to which he/she is assigned.

A waiver of these attendance requirements may be granted for good cause by the school principal upon recommendation of a review committee, appointed by him/her, and consisting of representative staff, including pupil service personnel and classroom teachers.

In recommending the granting of a waiver of this attendance requirement, the review committee shall consider the nature and causes of all absences rather than only those in excess of the 165 days. Documentation of the nature and causes of these absences shall be the responsibility of the pupil and parent/guardian.

Parents/guardians are responsible for notifying the school early in the day when a child will be absent and for informing the school of the reason for the absence.

Truancy

The board will report to appropriate authorities infractions of the law regarding the attendance of pupils below the age of 16. Repeated infractions by enrolled pupils over the age of 16 may result in the suspension or expulsion of the pupil.

It shall be the policy of the board to consider the effectiveness and appropriateness to his/her needs of the educational program that is offered each pupil who is habitually and repeatedly absent from his/her assigned program and to consult with the child study team for its recommendations.

Excused Absences

- A. Disabling illness
- B. Recovery from accident
- C. Required court attendance
- D. Death in the family

- E. Religious observance--In accordance with statute, no pupil absent for religious observance of a day recognize by the commissioner of education or this board of education shall be charged with an unexcused absence, deprived of an award or eligibility/opportunity to compete for an award, or of the right to take an alternate to a test or examination missed through such absence.
- F. Such good cause as may be acceptable to the principal

Attendance need not always be within the school facilities. A pupil will be considered to be in attendance if he/she is present at any place where school is in session by authority of the board. The board shall consider each pupil assigned to a program of independent study, with parent/guardian permission, to be in regular attendance for that program, provided that he/she is under the guidance of a staff member so assigned, reports daily or weekly, as prescribed, to such staff member the place in which he/she is conducting his/her study, and regularly demonstrates progress toward the objectives of his/her course of study.

Regular Release of Pupils Before the End of the Normal School Day

There are varying situations which may justify release of certain pupils from school before the normal time for closing. Such situations are justifiable only if the release does not jeopardize the pupil's educational program and the reasons for such release can be shown to have positive benefits for the pupil.

Late Arrival and Early Dismissal

The board recognizes that from time to time compelling circumstances will require that a pupil be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this district, the board shall require that the school be notified in advance of such absences by written request of the pupil's parent/guardian, which shall state the reason for the tardiness or early dismissal. Justifiable reasons may include:

- A. Medical or dental appointments which cannot be scheduled outside of school hours;
- B. Medical disability;
- C. Motor vehicle driver's test;
- D. Interview for college entrance or employment;
- E. Family emergency;
- F. Court appearance;
- G. Such good cause as may be acceptable to the administration.

No pupil in grades kindergarten through eight shall be permitted to leave the school before the close of the school day unless he/she is met in the school office by his/her parent/guardian or a person authorized by the parent/guardian to act in his/her behalf.

Tardiness not covered by the causes listed shall be cumulative, and may affect course credit.

Legal Custody

A record shall be kept indicating the legal custodian of each pupil. Such custodian shall be responsible for informing the board of any change in the pupil's custodian. If one parent/guardian has been awarded custody of the pupil in a divorce settlement, the other parent/guardian shall present to the principal a letter authorizing him/her to accompany

the child from school before the child may be released to him/her. The principal may take such steps as seem necessary to ensure that the child is released only to proper custody.

Potentially Missing Children

- A. If daily attendance records indicate a child is absent, and the parent/guardian has not called, a designated person shall attempt to contact them.
- B. If no telephone contact can be made, the attendance officer shall investigate.
- C. If the attendance officer cannot locate the child, he/she shall inform the principal, who shall inform the appropriate local authorities.
- D. If a child who was present in the morning is absent after lunch, the same procedure shall be followed.

Marking Missing Child's School Record

Whenever the chief school administrator receives notice from the Missing Persons Unit that a child has been reported missing, he/she shall mark the child's records in such a way that whenever a copy of or information regarding the record is requested, district personnel will be aware that the record is that of a missing child. If a copy of a marked school record is requested, the chief school administrator shall supply the record to the requestor without alerting him/her to the fact that the record has been marked, according to provisions in code and statute on accessing pupil records (see policy 5125 Pupil records). After the chief school administrator has complied with the request for copies of records or information, he/she shall immediately report the inquiry or any knowledge as to the whereabouts of the missing child to the Missing Persons Unit.

Regulations

The chief school administrator shall develop procedures for the attendance of pupils which:

- A. Ensure a school session which is in conformity with requirements of the rules of the state board;
- B. Identify potentially missing and/or abused pupils;
- C. Govern the keeping of attendance records in accordance with rules of the state board, including pupils serving in- or out-of-school suspensions, or excluded for health and cleanliness reasons;
- D. Impose on truant pupils such disciplinary measures as may be appropriate for infractions of school regulations, but no such penalty may have an irredeemable negative effect on the pupil's record of achievement beyond that which naturally follows his/her absence from school activities;
- E. Identify the habitual truant, investigate the causes of his/her behavior, and consider modification of his/her educational program to meet his/her particular needs and interests;
- F. Address tardiness and class cutting in terms of the intent of this policy;
- G. Ensure that pupils absent for any reason have an opportunity to make up work they missed;
- H. Recognize exemplary attendance.

Amended December 16, 2003

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures

	<u>N.J.S.A.</u> 18A:36-14, -15, -16	Religious holidays; absence of pupils on; effect ...
	<u>N.J.S.A.</u> 18A:36-19a	Newly enrolled students; records and identification
	<u>N.J.S.A.</u> 18A:36-24	
		through -26 Missing children; legislative findings and
declarations ...		
	<u>N.J.S.A.</u> 18A:38-25	Attendance required of children between six and 16; exceptions
	<u>N.J.S.A.</u> 18A:38-26	Days when attendance required; exceptions
	<u>N.J.S.A.</u> 18A:38-27	Truancy and juvenile delinquency defined
	<u>N.J.S.A.</u> 18A:38-31	Violations of article by parents or guardians; penalties
	<u>N.J.S.A.</u> 18A:38-32	District and county vocational school attendance officers
	<u>N.J.S.A.</u> 18A:40-7	Exclusion of pupils who are ill
	<u>N.J.S.A.</u> 18A:40-8	Exclusion of pupils whose presence is detrimental to health and cleanliness
	<u>N.J.S.A.</u> 18A:40-9	Failure of parent to remove cause for exclusion; penalty
	<u>N.J.S.A.</u> 18A:40-10	Exclusion of teachers and pupils exposed to disease
	<u>N.J.S.A.</u> 18A:40-11	Exclusion of pupils having communicable tuberculosis
	<u>N.J.S.A.</u> 18A:40-12	Closing schools during epidemic
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.S.A.</u> 52:17B-9.8a through -9.8c	Marking of missing child's school record
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-8.1 <u>et seq.</u>	Student Attendance and Accounting
	<u>N.J.A.C.</u> 6A:32-8.3	Student attendance

Wetherell v. Board of Education of Township of Burlington, 1978 S.L.D. 794
Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851
C.R., on behalf of J.R., v. Board of Education of the Scotch Plains-Fanwood Regional School District, 1988 S.L.D. (June 22)
Manual for the Evaluation of Local School Districts

Possible

Cross References:	5020	Role of parents/guardians
	5111	Admission
	5114	Suspension and expulsion
	5124	Reporting to parents/guardians
	5125	Pupil records
	5141.4	Child abuse and neglect
	5142	Pupil safety
	6146	Graduation requirements
	6146.2	Promotion/retention
	6147	Standards of proficiency
	6147.1	Evaluation of individual student performance
	6154	Homework/makeup work
	6171	Special Education
	6173	Home instruction

REPORTING TO PARENTS/GUARDIANS

The Board of Education believes that the cooperation of school and home is vital to the growth and education of the whole child. It recognizes its responsibility to keep parents/guardians informed of pupil welfare and progress in school.

The Board of Education directs the establishment of a system of reporting pupil progress that shall include written reports, pupil-teacher conferences, and parent/guardian-teacher conferences. If the parent/guardian's primary language is other than English, translation shall be provided whenever possible. Schools will annually prepare and distribute to parents/guardians the school compact, an agreement between home and school incorporating shared responsibility and partnership for student learning.

The Chief School Administrator shall develop procedures for reporting pupil progress which:

- A. Use various methods of reporting appropriate to grade level and curriculum content;
- B. Ensure that both pupil and parent/guardian receive ample warning of a pending grade of "failure" or one that would adversely affect the pupil's status;
- C. Enable the scheduling of parent/guardian-teacher conferences in such places and at such times as will ensure the greatest degree of participation by parents/guardians;
- D. Specify the issuance of report cards at intervals of not less than four times during the school year and issuance of deficiency notices as required during the school year;
- E. Ensure the continual review and improvement of methods of reporting pupil progress to parents/guardians and involve pupils, staff and parents/guardians in that review.

A record shall be kept indicating the legal custodian of each pupil, so that reports can be made to and conferences arranged with the proper person.

Parental Notification

The chief school administrator shall develop regulations to ensure that parents/guardians are notified in all instances when the law and/or the best interests of the pupil and the district require it.

**Adopted by the Board of Education
at its meeting of** May 20, 1997

Amended April 21, 2004

Amended August 11, 2005

Legal References: N.J.S.A. 18A:7E-2
through -5
N.J.S.A. 18A:11-1
N.J.S.A. 18A:35-4.9
N.J.S.A. 18A:40A-12

School report card program
General mandatory powers and duties
Pupil promotion and remediation; policies and procedures
Reporting of pupils under influence or believed to be using
anabolic steroids; examination report, return home; treatment;
evaluation of possible need and referral

<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.A.C.</u> 6A:8-4.3	Accountability
<u>N.J.A.C.</u> 6A:8-4.5	Public reporting
<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:14-1.1, -2.3, -2.4, -2.5, -2.6, -3.5, -7.9	
<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual Education
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:15-1.13, -1.15	
<u>N.J.A.C.</u> 6A:16-1.4	District policies and procedures
<u>N.J.A.C.</u> 6A:10A-1.1 <u>et seq.</u>	<i>Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts</i>
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:10A-2.2, -5.1(a)3, -5.3	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-7.1(d, k)	General considerations
<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements

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

Manual for the Evaluation of Local School Districts

Possible

<u>Cross References:</u>	1000/1010	Concepts and roles in community relations; goals and objectives
	1120	Board of education meetings
	1250	Visitors
	2224	Nondiscrimination/affirmative action
	3542.31	Free or reduced-price lunches/milk
	5020	Role of parents/guardians
	5113	Absences and excuses
	5114	Suspension and expulsion
	5120	Assessment of individual needs
	5125	Pupil records
	5126	Awards for achievement
	5131	Conduct/discipline
	5131.6	Drugs, alcohol, tobacco (substance abuse)
	5141	Health
	5142	Pupil safety
	5145.12	Search and seizure
	5200	Nonpublic school pupils
	6010	Goals and objectives
	6142.1	Family life education
	6142.2	English as a second language; bilingual/bicultural
	6145	Extracurricular activities
	6145.1/6145.2	Intramural competition; interscholastic competition
	6146	Graduation requirements
	6164.2	Guidance services
	6164.4	Child study team
	6171.3	At-risk and Title 1
	6173	Home instruction

ENGLISH AS A SECOND LANGUAGE; BILINGUAL PROGRAMS

The board shall provide English as a second language (ESL) and/or bilingual programs of instruction for pupils who:

- A. Do not speak English and need instruction toward mastery of the English language;
- B. Speak a language other than English, are more capable of performing school work in that language, and need their basic educational program taught in that language.

The chief school administrator shall develop procedures in accordance with administrative code to determine which pupils would benefit from ESL and/or bilingual programs and to involve school staff, parents/guardians and community members in reviewing programs to determine which would best meet these pupils' needs.

The goal of ESL programs is to assist pupils to achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English. The goal of the bilingual program is to permit pupils to learn subject matter in their primary language while developing English language skills.

Parents/guardians of pupils of limited English speaking ability shall be notified by mail of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services education program. This written notice shall include the information that the parents may choose to decline to enroll their child into the bilingual program.

Communication with parents/guardians of pupils in these programs shall be in writing and in both English and their primary speaking language. Reports of pupil progress shall be made to parents/guardians on the same schedule as reports of pupils in the regular program.

The chief school administrator shall direct development of an annual plan for ESL and/or bilingual education that is in compliance with state guidelines. The board will review and approve the plan at a public meeting. The board must adopt the courses of study for ESL and bilingual programs in the same manner in which it adopts the curriculum for the regular program. In order to receive the state-endorsed high school diploma, Limited English Proficient (LEP) pupils must meet the district's graduation requirements.

Pupils enrolled in district bilingual or ESL programs shall be assessed annually for exit from such programs, using indicators described in the administrative code. Whenever it is determined that a pupil should exit from the bilingual program, parents/guardians shall be notified by mail.

Parents/guardians may remove a pupil who is enrolled in a bilingual education program at any time; except that during the first three years of the pupil's participation in a bilingual education program, he/she may only be removed at the end of each school year. Removal prior to the end of the school year shall be approved by the county superintendent. If the county superintendent determines that the pupil should remain in the bilingual education program until the end of the school year, the parents/guardians may appeal that decision to the commissioner of education/designee pursuant to law. The commissioner shall render a decision within 30 days of the filing of the appeal.

The board may petition the commissioner of education to waive the requirement for a full-time bilingual program when it can demonstrate that it would be impractical to provide such a program, due to the age range, grade span or geographic location of the eligible pupils.

Legal References:	<p><u>N.J.S.A. 18A:35-15 et seq.</u> Bilingual education programs</p> <p><u>N.J.A.C. 6A:5-1.1 et seq.</u> Regulatory Equivalency and Waiver</p> <p><u>N.J.A.C. 6A:8-4.1</u> Statewide assessment system</p> <p><u>N.J.A.C. 6A:8-5.1</u> Graduation requirements</p> <p><u>N.J.A.C. 6A:9-1.1 et seq.</u> Professional Licensure and Standards</p> <p>See particularly: <u>N.J.A.C. 6A:9-11.4, -11.5</u></p> <p><u>N.J.A.C. 6A:15-1.1 et seq.</u> Bilingual Education</p> <p>See particularly: <u>N.J.A.C. 6A:15-1.4</u></p> <p><u>N.J.A.C. 6A:30-1.1 et seq.</u> Evaluation of the Performance of School Districts</p> <p>See particularly: <u>N.J.A.C. 6A:30-2.2</u></p> <p><u>N.J.A.C. 6A:32-2.1</u> Definitions</p> <p><u>N.J.A.C. 6A:32-12.1</u> Reporting requirements</p> <p><u>N.J.A.C. 6A:32-14.1</u> Review of mandated programs and services</p>
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No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

Possible

Cross References:	<p>*5120 Assessment of individual needs</p> <p>*5124 Reporting to parents/guardians</p> <p>*6121 Nondiscrimination/affirmative action</p> <p>*6146 Graduation requirements</p> <p>*6147 Standards of proficiency</p> <p>*6147.1 Evaluation of individual student performance</p> <p>*6171.2 Gifted and talented</p> <p>*6171.3 At-risk and Title 1</p>
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Adopted by the Board of Education
 at its meeting of May 20, 1997

GRADUATION REQUIREMENTS

In order to be graduated from Plainfield 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 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 Plainfield high school 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.

General Education Pupils

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 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 elementary schools and with sending elementary districts.

In accordance with law, the board of education 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 chief school administrator shall include in the annual report 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 Special Review Assessment (SRA) process;
- 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 12th grade class;
- E. The number of students denied graduation from the 12th grade class solely because of failure to pass the HSPA or SRA, 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.

Adopted by the Board of Education

at its meeting of May 20, 1997

Amended August 17, 2004

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> 6:30-3.7	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>N.J.A.C.</u> 6A:32-2.1	Definitions
	<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement

The Department of 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.

Manual for the Evaluation of Local School Districts

Possible

<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
	6145	Extracurricular Activities
	6147	Standards of proficiency
	6154	Homework/makeup work
	6171	Special education
	6200	Adult/community education

PLAINFIELD PUBLIC SCHOOLS

POLICY CODE:	POLICY 6146
TITLE:	GRADUATION REQUIREMENTS
ADMINISTRATIVE PROCEDURES:	THE FOLLOWING STEPS OUTLINE WHAT MUST BE DONE TO ENSURE THE APPROVAL OF OPTION TWO PROGRAMS AT PLAINFIELD HIGH SCHOOL.

The chief school administrator delegates the responsibility for the program development, implementation and monitoring to the high school principal and the chief academic officer/director of curriculum and instruction.

The principal in cooperation with the chief academic officer/director of curriculum and instruction shall organize a building-level Option Two Review Committee comprised of the principal, other administrators, teachers, and other staff members.

The Option Two Review Committee shall:

- Establish procedures and guidelines for the submission of proposed Option Two curricular program;
- Establish the application process for students and parents;
- Assist the principal to collect and review pertinent information about the proposed Option Two curricular program and activities based upon specific instructional objectives;
- Recommend to the principal the approval or disapproval of the alternative activity;
- Suggest possible Option Two opportunities and identify and/or develop appropriate assessments;
- Develop mechanisms to document student progress and program completion

The principal in consultation with the chief academic officer/director of curriculum and instruction shall submit to the Superintendent by December 1, 2004 a report on proposed Option Two programs to be implemented.

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The chief school administrator, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents/guardians and pupils, and able to be applied with consistency of interpretation. Evaluation and grading symbols shall be intended to appraise the pupil's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The board of education encourages the certified staff, under the direction of the chief school administrator, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the board.

The chief school administrator shall have the right to review disputed grades and with board approval to adjust them.

Testing

In addition to testing procedures established in policy 5120 Assessment of individual needs, the school district shall establish and maintain a general testing program to:

- A. Measure the needs and progress of individual pupils;
- B. Measure the achievement of grade levels;
- C. Allow comparison of district pupils with national or other norms;
- D. Aid in evaluation of programs.

The district testing program shall embody at least the tests required by state and state law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district.

School personnel shall not use tests, procedures or other guidance and counseling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin or social or economic status.

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the principal's office to the chief school administrator's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the chief school administrator shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School and district test results shall be discussed in a public meeting.

Determining Class Rank

The chief school administrator shall develop procedures for determining class ranking which take into account:

- A. Records of transfer pupils;
- B. Honors and advanced courses.

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7C-3, -4, -6, -6.2	Remedial instruction for students not meeting graduation standards ...
	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and remediation, policies and Procedures
	<u>N.J.S.A.</u> 18A:36-34	Written approval required prior to acquisition of certain survey information from students
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practice
	<u>N.J.A.C.</u> 6A:8-1.1 <i>et seq.</i>	Standards and Assessments
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-1.3, -4.1, -5.1	
	<u>N.J.A.C.</u> 6A:10A-3.1 <i>et seq</i>	<i>School districts-led standards-based instruction</i>
	<u>N.J.A.C.</u> 6A:16-1.4(c)	District policies and procedures
	<u>N.J.A.C.</u> 6A:30-1.4	Evaluation process for the annual review
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions
	<u>N.J.A.C.</u> 6A:32-7.1	Student Records
	<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862

Manual for the Evaluation of Local School Districts

Possible

<u>Cross References:</u>	*1000/1010	Concepts and roles in community relations; goals and objectives
	*1120	Board of education meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Pupil records
	*5141.3	Health examinations and immunizations
	*6142.6	Basic skills
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6147	Standards of proficiency

Adopted by the Board of Education
at its meeting of May 20, 1997