

ORANGE BOARD OF EDUCATION



ORANGE PUBLIC SCHOOLS GRADING, PROMOTION, RETENTION GUIDELINES

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Kalisha Morgan, Orange High School

Debbie Luckey, Oakwood Elementary

Roberta Reyes, Alternative School

Robert Pettit, Lincoln

Faith Alcantara, Orange High

Denise White, Cleveland Elementary

COMMITTEE PAGE

Name	Representative Group	School
1. Natasha Feliciano Allen	Teacher	Park Avenue
2. David K. Armstrong	Parent, PTO President	Lincoln Avenue
3. Patrick Howell	Assistant Principal	Orange Preparatory Academy
4. Peter Crosta	Assistant Director	Administration Building
5.	Supervisor of Guidance	Orange High School
6. Charles Ezell	Teacher	Orange High School
7. Kawanna Harris	Teacher	Heywood Avenue
8. Yolanda Moses	Teacher	Lincoln Avenue
9. Patricia Nesblett	Parent	Park Avenue
10. Alexandra Protopapas	OEA Representative	Orange High School
11. Alesia N. Price	OPA-OHS Exec. Board, Parent	OPA-Orange High School
12. Stephanie M. Smith	Teacher, Parent	Heywood Avenue
13. Jacqueline Wilson	Teacher	Cleveland Street
14. Tamika Withers	Teacher, PTO President	Park Avenue
15. Caroline Onyesonwu	Supervisor, ESL/ELL Programs	Administration Building
16. Cayce Cummins	Principal	Central Rosa Parks Campus
17. Denise White	Principal	Cleveland Elementary
18. Yancisca Cooke	Principal	Forest Elementary
19. Karen Machuca	Principal	Heywood Elementary
20. Robert Pettit	Principal	Lincoln Elementary
21. Kalisha Morgan	Principal	Orange High School
22. Debbie Luckey	Principal	Oakwood Elementary
23. Myron Hackett	Principal	Park Elementary
24. Shelly Harper	Principal	Orange Preparatory Academy
25. Faith Alcantara	Principal	Orange High School
25. Roberta Reyes	Vice Principal	Alternative School

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Orange Grading, Promotion and Retention Procedures

"A nation that does not stand up for its children

does not stand for anything

and will not stand strong in the 21st Century"

Marion Wright Edelman

The students of Orange Public Schools deserve and require a world class education that prepares them for the challenges of the 21st century as well as enables them to enter confidently into global competition. It is the role of the district to provide a **rigorous** curriculum and school experiences that not only meet the CCSS and NJCCCS but surpasses them. It is also the role of the district to provide a **relevant** curriculum and school experiences that will allow students to demonstrate applications and essential knowledge of real world experiences. Finally, it is the role of the district to provide curriculum and school experiences that prepares them for **relationships** that will allow them to interact competently and ensure that they have the ability to compete in the ever shrinking global society. It takes the whole village to pledge to and agree to this lofty commitment.

Orange Public Schools Mission Statement

The Orange Public Schools will provide a safe and caring environment where each student will grow and succeed. In collaboration with parents and the community, we are responsible for promoting the academic, social, emotional and personal success of all students. With a commitment to strong policies and procedures, the district gives teachers, parents, and administrators the tools needed for all students to reach their full potential. We will serve all students in our schools, acknowledging their unique backgrounds and cultural perspectives. We will provide learning experiences for our students in ways that address their unique learning styles. We expect all students to actively participate in the learning process. All students will achieve high standards of excellence, with a focus on academics. Curiosity, discipline, integrity, responsibility and respect are necessary for success. We seek to discover these qualities in all. We pledge to include all community stakeholders in partnering with us as we prepare each and every student for a lifetime of learning, productive work and responsible citizenship in a competitive global community.

Orange Public Schools Belief Statements

We believe that ...

- All children can learn.
- High, clear and consistent expectations will yield high results.
- Excellence is required and attainable.
- Students require a safe environment, both physically and emotionally.
- Family and community involvement, advocacy and support are essential.
- Relationships are the foundation of a positive culture.

The Home School Compact

The parents will ...

- Show interest in academic work by signing tests, assignments and report cards.
- Check homework for completion and accuracy and sign off.
- Ensure students make up any missing work.
- Ensure attendance and punctuality.
- Ensure your child is adhering to school and district rules.
- Balance praise and reward to support student effort.
- Ensure your child reads every day according to district guidelines.

The students will ...

- Come to school with a positive attitude and develop self respect and discipline.
- Come prepared and ready for daily work and complete all class and homework assignments.
- Accept responsibility for learning, effort, and behavior.
- Ask teachers, parents, and peers for help when needed.

- Make sure that you read every day at least 20 (grades K-4) and 60 minutes (grades 5-12).

The school will ...

- Provide quality curriculum and instruction in a supportive and effective learning environment to enable all children to meet the standards.
- Develop opportunities for each student to meet their maximum potential.
- Provide appropriate materials and resources for students to meet 21st Century goals.
- Inform students and parents frequently of program and progress.
- Provide a safe and secure learning environment.
- Maintain highly qualified teachers.
- Maintain good public relations with parents and community.

Everyone will...

- Be equal partners to achieve successful learning.
- Communicate clearly, regularly and respectfully regarding roles and responsibilities



2624 GRADING SYSTEM

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual pupils is important to the continuing process of learning. The Board, therefore, directs the instructional program of the school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

Pupil shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward pupils for positive efforts and minimize failure, and pupils should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and pupils, a grading program appropriate to the course of study and maturity of pupils. The final decision on any contested grade will be the responsibility of the Building Principal. A pupil classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.

Adopted: 10 March 2009

Section I

Student Grading System

The implementation of a system of grading student achievement should result in the following:

- Communicate effort, growth, and achievement.
- Provide the student with a clear picture of their progress on learning goals.
- Encourage students to understand that mistakes are inherent in the learning process, however it also helps one to improve.
- Encourage student to continuously learn.
- Provide rubrics, common scales, and expectations.
- Provide students with frequent monitoring of progress with credible feedback.
- Increase the home school partnership.
- Increase salient parent involvement and high expectations.

A. Grading (Policy 2624)

Grades reflect student achievement

1. Components of the Academic Grades

Minimum of 10 (ten) grades should reflect student progress (entered into Genesis over a nine week period).

- K-4 World Language Visual & Performing Arts, Technology, Physical Education/Health will be assessed according to the following scale: **O**-Outstanding, **S**-Satisfactory, and **NI**-Needs Improvement.
- Minimum of **(5)** grades should reflect 5-8 (World Languages, Visual & Performing Arts, Technology, and Physical Education/Health).

2. Grading Weights

- **30%** of the grade consists of tests (20%) and quizzes (10%). In some cases mid-terms and finals.
- **15%** of the grade consists of class participation (questioning, discussion, problem solving, team work, and offering relevant comments).
- **20%** of the grade consists of class work (journals, logs, assignments, tasks, demonstrations, skill applications).
- **25%** of the grade consists of Authentic Assessments (portfolios, performance assessments, projects, 21st Century real world experiences)

- **10%** of the grade is Homework (including long term projects i.e. essays, research, and 20 to 60 minute reading depending upon grade level).

Participation (Participation points are not attendance points, and academic grades are not reduced as a punishment for misconduct).

3. Student Responsibility Factors

Non-Academic Factors Effort, Attitude, and Motivation are separate grades.

“Standards based education promotes more accurate instruction, assessment, and reflection and remove non-academic achievement from Students Grades. (Marzano)

Effort: participation, work completion, tenacity, resilience, willingness, meets requirements on assignments, seeks support when needed.

Behavior: working in groups, teamwork, coming prepared, meeting classroom and syllabus expectations, and following rules and directives.

Attendance /Tardiness: Policy 5200

4. Frequency of Grade Reporting

- Report cards are disseminated quarterly (4 times per year) every nine weeks.
- Progress reports are disseminated the fourth week in each marking period.
- If a student is exhibiting unsatisfactory performance or is experiencing change in performance, parents/guardians must be notified by the teacher in a timely manner prior to the distribution of the progress report or report card.
- **Please Adhere to district calendar/ signed report cards are due back to the reporting school no later than 5 days after receipt of report card.**

Explanation of Academic Grades (Grades 1-8)

- A (Exceeds the Standard) 100- 90
- B (Meets the Standard).....89-80
- C (Marginally Meets the Standard).....79-70
- D (Below Standard).....69-65
- F (Unsatisfactory Performance 64 and below)

District guidelines indicate 72% and below mandates a parent teacher conference.

MINIMUM CREDIT AND COURSE REQUIREMENTS

To receive a New Jersey State endorsed diploma from Orange High School, each student must earn a minimum of 125 credits. In addition, students must demonstrate proficiency on the math and language arts sections of the High School Proficiency Assessment (HSPA) or its equivalent. Minimum passing scores are set by the New Jersey Department of Education. Each year, students in grades nine, ten, and eleven must be enrolled in a program of at least 35 credits.

Students must maintain a yearly minimum workload of 35 credits when academic scheduling permits. A student in grades 9, 10 or 11 who has not passed a subject, **may not** “double up” in that subject *before grade 12*. The student may take the course in an approved summer school program or “double up” in grade 12.

<i>Subject Area</i>	<i># of years</i>		<i>Credits</i>		<i>Total # of Credits</i>
English	4	X	5	=	20
Physical Education	4	X	4	=	16
Health I, II, Safety, First Aid*	4	X	1	=	4
Social Studies	3	X	5	=	15
Mathematics	3	X	5	=	15
Science	3	X	5	=	15
Visual, Performing Arts	1	X	5	=	5
Career Education and Consumer, Family, and Life Skills or Vocational Technical Education	1	X	5	=	5
World Language	2	X	5	=	10
Vocational Education	1	X	5	=	5
** Economics (financial, economics, business, and entrepreneurial literacy)	½	X	2.5	=	2.5
Test Preparation (11 th grade)	½	X	2.5	=	2.5
Elective Credits		X			10

* *Students must take one year of Health and Physical Education for every year enrolled*

** *Effective with the 2010-2011 9th grade class*

<u>Grade</u>	<u>Status</u>	<u>Credits</u>
9 th	Freshman	0
10 th	Sophomore	35
11 th	Junior	70
12 th	Senior	105

COMMUNITY SERVICE

Students are required to complete and log a minimum of 15 hours per year of community service as a part of their graduation requirement of 60 total hours.



5460 HIGH SCHOOL GRADUATION

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

A. Curriculum Requirements

A graduating pupil must have earned a minimum of one hundred twenty-five credits and must have successfully completed the following program of study:

High School Graduation Requirements

4	years of English	5 credits/year	total	20 credits
4	years of Physical Ed &	4 credits/year	total	16 credits
	Health I, II, Safety, First Aid	1 credits/year	total	4 credits
3	years of Social Studies	5 credits/year	total	15 credits
3	years of Math	5 credits/year	total	15 credits
3	years of Science	5 credits/year	total	15 credits
2	years of Visual, Practical	5 credits/year	total	10 credits
	And/or Performing Arts			
2	years of World Language	5 credits/year	total	10 credits

Elective Credits (i.e. Technology, Academic and Non-Academic, etc.)	total 10 credits
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Credit Requirements Needed to Graduate	total 125 credits
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A credit is defined as the equivalent of a class period of instruction which meets for a minimum of 40 minutes one time per week during the school year. Advanced Placement (AP) and College Credit Courses may fulfill credit completion requirements.

The one hundred twenty-five credit requirement in Option 1 above may be met in whole or in part through program completion as follows:

1. District Board of Education may determine and establish curricular activities or programs aimed at achieving the New Jersey Core Curriculum Content Standards for promotion and graduation purposes.
 - a. Curricular activities and programs may involve in-depth experiences linked to the Core Curriculum Content Standards, such as interdisciplinary or theme-based programs, independent study, co-curricular activities, magnet programs, student exchange programs, distance learning opportunities, internships, community service, or other structured learning experiences.
 - b. Programs and appropriate assessments shall be planned for individuals and/or a group based on specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards.
 - c. The Principal shall certify completion of curricular activities or programs based upon specified instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards.
 - d. Group programs based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall be approved in the same manner as other approved courses.
 - e. Individual programs based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall be on file in the local district and subject to review by the Commissioner or his/her designee.
2. District Boards of Education may utilize performance or competency assessment to approve pupil completion of programs aimed at meeting or exceeding the Core Curriculum Content Standards at the secondary level, including those occurring all or in part prior to a pupil's high school enrollment;
3. District Board of Education may recognize successful completion of an accredited college course that assures achievement of knowledge and skills as delineated in the Core Curriculum Content Standards or includes learning that builds in on and goes beyond the standards.

B. Additional Graduation Requirements

1. Attendance requirements as indicated in Policy No. 5200.
2. Demonstrated proficiency in all sections of the High School Proficiency Assessment (HSPA), or Special Review Assessment (SRA) process applicable to the class graduating in the year they meet all other graduation requirements.

C. Advanced Placement/College Courses

The district will count Advanced Placement courses or college courses as fulfilling graduation requirements.

D. New Jersey Alternative High School Assessment AHS

1. A pupil who has satisfied all other state and local graduation requirements but has not demonstrated proficiency on one or more sections of the HSPA following the 11th grade will be provided the opportunity to demonstrate such competence through both repeated administrations of the HSPA and the AHSA process conducted in accordance with rules of the State Board of Education.

3 testing windows: January, March, June

- a. The alternative High School Assessment (AHSA) measures high school competency in selected areas of the Core Curriculum Content Standards. It is intended to offer an alternative means of meeting the state graduation proficiency test requirements. The AHSA is available to students who have met all high school graduation requirements except for demonstration in selected areas of the Core Curriculum Content Standard (N.J.S.A 18A: 7C -3 & N.J.A.C. 6A: 8-4:1)
- b. AHSA test items are called Performance Assessment Tasks (PATs) of the six AHSA Language Arts Literacy (LAL) PATs the student can take up to four PATs in a testing window and must successfully complete two reading PATs and one writing PAT by the end of the testing year.
- c. Of the ten AHSA Math PATs, a student can take up to five mathematic PATs in a testing window and must successfully complete one in each math cluster (standard) by the end of the testing year.

2. ELLs

- a. English Language Learners (ELLs) who take the AHSA in English and respond in English do not need a MAC II score to graduate.
- b. English Language Learners (ELLs) who take the AHSA in their native language or respond in their native language must score 530 on the MAC II test. The MAC II is an approved NJDOE test to gauge the student's English proficiency. (ACCESS is not acceptable in for the AHSA)
- c. There are state translations in Spanish, Gujarati, Haitian-Creole and Portuguese.

3. Special Education

- a. Special Education students exempt from taking the HSPA are not placed in the AHSA process. These students usually take the APA.
- b. Special Education students exempt from passing one or both HSPA content areas, do not take the AHSA in those HSPA content areas that they are exempt from passing.
- c. Special Education Students, who do not pass one or both HSPA content areas and have not been exempt from passing, are eligible for the AHSA process.
- d. IEP team may exempt SE students from repeat HSPA testing.

4. HSPA:

The High School Proficiency Assessment is used to determine student achievement in writing and mathematics as specified in the New Jersey CCSS and NJCCS. First time eleventh grade students who fail HSPA in March of their junior year will have an opportunity to retest in October and March of their senior year.

- a. Pupils with disabilities as defined in N.J.A.C. 6A:14-13 or eligible under Section 504 of the Rehabilitation Act and who participate in the AHSA process are not required to participate in repeated administration of the HSPA.

E. Attendance

F. Remediation Services

Pupil progress shall be assessed in accordance with Policy No. 2622. Pupils deemed to be at risk of failure on any section of the HSPA shall be identified and offered services in accordance with Policy No. 2414.

G. Pupils with Disabilities

- a. District Boards of Education, through the IEP process and pursuant to N.J.A.C. 6A:14-4.12, Graduation, may for individual pupils with disabilities as defined in N.J.A.C. 6A:14-1.3, specify alternate requirements for a State-endorsed diploma which may include the APA.
- b. District Boards of Education shall specifically address any alternate requirements for graduation in a pupil's IEP, in accordance with N.J.A.C. 6A:14-4.12.
- c. District Boards of Education shall develop and implement procedures for assessing whether a pupil has met any alternate requirement for graduation individually determined in an IEP.

If a pupil attends a school other than that of the school district of residence which is empowered to grant a diploma, the pupil shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.

Pupils with disabilities who meet the standards for graduation according to this section shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

H. Notification

Each pupil who enters or transfer into the high school and the pupil's parent(s) or legal guardian(s) will be provided a copy of the school district's requirements for a State-endorsed diploma, and those programs to assist pupils in attaining the state endorsed diploma.

Each pupil and his/her parent(s) or legal guardian(s) will be notified during the school year of the pupil's progress toward meeting graduation requirements. The parent(s) or legal guardian(s) of a pupil who demonstrates significant deficiencies in meeting requirements will be offered an opportunity for immediate consultation with appropriate teaching staff members.

I. Reporting

The Superintendent shall report annually, at a public meeting not later than September 30:

1. The total number of pupils graduated;
2. The number of pupils graduated under the AHSA process;
3. The number of pupils receiving State-endorsed high school diploma as a result of meeting any alternative requirements for graduation as specified in their IEPs;
4. The total number of pupils denied graduation from the 12th grade class; and
5. The total number of pupils denied graduation from the 12th grade class solely because of failure to pass the HSPA or AHSA, based on provisions of N.J.A.C. 6A:8-5.1(a)3.

- J. The Superintendent shall provide the district's graduation policy to the Commissioner of Education as initially adopted and when revised.

N.J.S.A. 18A:7C-1 et seq.; 18A:35-1;

18A:35-4.9; 18A:35-7; 18A:36-17

N.J.A.C. 6A:8-1; 6A:8-5.1; 6A:14-4.12 et seq.

Adopted: 10 March 2009



5430 CLASS RANK

The board of Education acknowledges the usefulness of a system of computing grade point averages and class ranking for secondary school graduates, both to inform pupils of their relative academic placement among their peers and to provide pupils, prospective employers, and institutions of higher learning with a predictive device so that each pupil is more likely to be placed in an environment conducive to success.

The Board authorizes a system of class ranking, by grade point average, for pupils in grades nine through twelve.

All pupils shall be ranked together.

The district's ranking system is as follows:

Advanced Placement Courses	Accelerated Courses	Regular Courses
A+ =5.3	A+ =4.8	A+ =4.3
A =5.0	A =4.5	A =4.0
B+ =4.5	B+ =4.0	B+ =3.5
B =4.0	B =3.5	B =3.0
C+ =3.5	C+ =3.0	C+ =2.5
C =3.0	C =2.5	C =2.0
D+ =2.5	D+ =2.0	D+ =1.5
D =2.0	D =1.5	D =1.0
F =0.0	F =0.0	F =0.0

Class rank will be calculated by the final grade in all subjects for which no credit is awarded, and will not include failing grades. Weighted credit will be calculated for grades earned in an honors course, a course of independent study, and community service. The class ranking of a pupil who has transferred to the district will include the grades earned in the regular program of the prior school. Grades earned in private summer school programs will not be included in the calculation of class rank.

Any two or more pupils whose computed grade point averages are identical will be given the same rank. The rank of the pupil who immediately follows a tied position will be determined by the total number of all preceding pupils not by the rank of the immediately preceding pupil.

A pupil's grade point average and rank in class will be entered on the pupil's record and will be subject to Board Policy No. 8330 on the release of pupil records.

Adopted: 10 March 2009



2. Secondary Grading System and Class Rank (Policy 5430)

GRADING SYSTEM

Alpha	Numeric	CP	Honors	AP
A+	97-100	4.3	4.8	5.3
A	90-96	4.0	4.5	5.0
B+	87-89	3.5	4.0	4.5
B	80-86	3.0	3.5	4.0
C+	77-79	2.5	3.0	3.5
C	70-76	2.0	2.5	3.0
D+	67-69	1.5	2.0	2.5
D	65-66	1.0	1.5	2.0
F	<65	0.0	0.00	0.00

NC No Credit due to poor attendance

I Incomplete grade to be made up within 10 school days or grade will become an F

ME Medical excuse where student must make up work within 10 school days

EL Entered late, usually transfer student who enter from outside of the state/country

*** Students will lose credit in a course, regardless of current grade, exceeding 18 absences in a full year course or 9 absences in a semester course. Parent/guardian will be notified according to the following schedule:**

***Full year course: Parent will be notified after 5, 10, and 15 absences**

***Semester course: Parent will be notified after 3, 6, and 9 absences**

This process is mandatory a record must be available for verification.



5420 REPORTING PUPIL PROGRESS

The Board of Education believes that the cooperation between school and home in the interests of children is fostered by the systematic communication of pupils' educational welfare to parent(s) or legal guardian(s). The Board directs the establishment of a program of reporting pupil progress to parent(s) or legal guardian(s) by both written reports and by parent-teacher conferences and requires the cooperation of all appropriate teaching staff members in that program as part of their professional responsibilities.

The Superintendent shall develop, in consultation with appropriate teaching staff members, procedures for reporting pupil progress to parent(s) or legal guardian(s) that utilize various methods of reporting appropriate to grade level and curriculum content; ensure that that pupil and parent(s) or legal guardian(s) receive ample warning of a possible failing grade that would adversely affect the pupil's educational status; enable the scheduling of parent-teacher conferences at such times as will ensure the greatest degree of participation by parent(s) or legal guardian(s); and require the issuance of report cards at intervals of not less than four times per year.

Reports of individual achievement on state assessment tests shall be promptly made available to the pupil of the pupil's parent(s) or legal guardian(s).

N.J.A.C. 6:3-4A.1

Adopted: 10 March 2009

Honor Roll

1. Principal's Academic Honor Roll 100- 97%
2. Academic High Honor Roll 96- 90%
3. Academic Honor Roll 89-80%
4. Rising Stars (Grades K-7) Improved Performer (8-12) (Students Making Significant progress in a marking period, but not honor roll).

Students maintaining Principal's Academic Honor Roll for 3 marking periods will be initiated into the Superintendent's list.

Student Responsibility Factors/Citizenship

1. Citizenship Honor Laureate. Student has no infractions; student has shown outstanding acts of kindness and/or citizenship coverage.
2. Citizenship Honor Roll – No infractions.

Attendance

- Attendance Honor (No absences or tardiness during the marking period).

Student Recognition of Honors

- Academic, Citizenship and Attendance recognition programs must occur at the end of each marking period.

Alternative Means of Reporting Student Progress:

- Parent Portal
- Parent Teacher Conferences
- Student Lead Conferences (see Appendix)
- Open House Meetings
- Newsletters, Web sites, and Blogs
- Evaluated projects and/or assignments
- Telephone Conferences
- Intervention Plans Curriculum Information Meetings
- School and District PTO and PTSO's



2414 PROGRAMS FOR PUPILS AT RISK

The Board of Education recognizes that certain conditions place children at risk of not acquiring the knowledge, skills, behaviors, and attitudes necessary for school success, school completion, and successful functioning as an adult in society.

A “pupil at risk” means a pupil who is in danger of failure to achieve the New Jersey Core Curriculum Content Standards and the high school graduation requirements or dropping out of school because of specific cognitive, affective, economic, social, and/or health needs. The conditions that may place a pupil at risk include the pupil’s failure to acquire the essential skills needed to stay on grade level or the pupil’s performance below minimum levels of proficiency; history of adjustment or behavioral problems; placement on long-term suspension for violation of school rules; history of poor school attendance; being limited in English language proficiency; being disruptive or disaffected; pregnancy or parenthood; failure to qualify for promotion or graduation; condition of poverty as defined by his/her eligibility for free meals or free milk and/or exhibiting other characteristics identified by the Board.

Programs and services for pupils at risk shall meet the goals of:

1. Enhancing the health, self-esteem, and acquisition of the life skills necessary for age-appropriate development and productive functioning in the school setting and society;
2. Identifying and assisting pupils who are not meeting standards for behavior and achievement in areas such as attendance, conduct, and mastery or the curriculum, as well as performing below state minimum levels of proficiency; and
3. Improving the school climate so that pupils experience school as a safe, supportive, and disciplined place where academic and interpersonal growth and learning can take place.

Programs and services for pupils at risk may be offered during the regular school day, beyond the regular school day, or during the summer. Any such programs and services that do not require the services of a teaching staff member or cannot be reasonably accommodated in the school setting may be delivered by qualified persons who are not necessarily certified but are supervised by appropriately certified teaching staff members.

The Board shall provide staff training necessary to implement the programs and services for pupil at risk.

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

Adopted: 10 March 2009

A. Interventions (Policy 2414 Programs for Student at Risk)

- Students at 72% or lower in any academic content area must have a parent teacher conference. (Notification form found on page 35)
- An Intervention Plan and Timeline must be put into place (Form found on page 36)

1. Possible Interventions:

- ❖ Student taught at the 2 or 3 level of the Instructional Scale For differentiation
- ❖ Additional Instructional Time
- ❖ In class supplemental or small group instruction.
- ❖ Extended day or extended school year (i.e. After school, Winter Program, Spring Program, Saturday Academy)
- ❖ O period for secondary school
- ❖ Peer tutoring
- ❖ Technology based Programs (i.e. Khan Academy, Brain Pop, Spelling City etc...)
- ❖ Read 180/ System 44
- ❖ Mentoring Programs
- ❖ Intervention programs (Cognitive tutor, Acellus, etc...)
- ❖ Embedded Intervention found within Journey's, Pearson, Everyday Mathematics, Connected Mathematics... IEP
- ❖ 504 Plan
- ❖ IEP
- ❖ Homework
- ❖ ESL/ BIL Support
- ❖ Modifications/Adaptions
- ❖ Homework
- ❖ Parent/ Student Contracts
- ❖ HSPA Prep
- ❖ Sat Prep
- ❖ I&RS
- ❖ Etc...

Reminder: Intervention Form can be found it the appendix.

*** Intervention and Referral Services planning form can be found in the Appendix**

I&RS

ADMINISTRATIVE CODE

In April 2001, the State Board of Education adopted new rules to provide district boards of education with standards for delivery of intervention and referral services (N.J.A.C. 6A: 16-7, Intervention and Referral Services*). (A copy of N.J.A.C. 6A: 16-7 is provided in Appendix A.) The requirements set forth in the regulations are intended to provide school with direction in formulating coordinated services and team delivery systems to address the full range of student learning, behavior and health problems in the general education program, such as those identified in the Overview section above. Under the new regulations, however, schools may also provide intervention and referral services for students who have been determined to be in need of special education programs and services.

Establishment and Purposes of Intervention and Referral Services

Pursuant to these regulations, district boards of education are required to:

“.....establish and implement a coordinated system in each School building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties...”
[N.J.A.C. 6A: 16-7.1(a)] and which are designed to:

“...assist staff how have difficulties in addressing students’ learning, behavior, or health needs.” [N.J.A.C. 6A:16-7.1(a)]

The regulations make it clear that I&RS activities should be focused on concerns with students, and that the end result of I&RS activities should be student improvement. It is equally important to note, however, that, an I&RS program must consist of a formal, coordinated and well-articulated system of supportive activities and services for staff who have identified student difficulties and those who will be involved in the amelioration of the identified educational concerns.

*These rules replaced the preceding regulations that required schools to provide a program Intervention and Referral Services for General Education Pupils, which replaced the regulations that required the establishment of Pupil Assistance Committees (PACs) in all public school buildings.

Administrative Code, continues..

Under the code, the typical means for facilitating student progress is through the provision of direct assistance and support to all staff that have roles to play in helping children move forward in their educational careers.

Multidisciplinary Team

In configuring the building programs of I&RS, district boards of education are required to:

“...choose the appropriate multidisciplinary team approach
for planning and delivering the services...” (N.J.A.C. 6A:16-7.1(a))

A multidisciplinary team is at the core of a well-coordinated system of I&RS services. Bringing together representatives from all professional constituencies in a school to support staff in helping students grow is essential for effective problem solving.

Student Populations

The regulations set forth that the intervention and referral services shall be provided to:

“...aid students in the general education program;”
(N.J.A.C. 6A:16-7.1(a)1)

The regulations for intervention and referral services, however, also permit the provision of services as appropriate, for:

“students who have been determined to be in need of
special education programs and services.”
(N.J.A.C. 6A:16-7.1(a)2)

For I&RS services provided to students with learning disabilities, the regulations articulate the following condition:

“The intervention and referral services provided for
students with learning disabilities shall be coordinated
with the student’s Individualized Education Program team,
as appropriate.” (N.J.A.C. 6A:16-7.1(a)2i)

The regulations permit the provision of services to students with learning disabilities, for example, because school staff sometimes can benefit from

I&RS PROCEDURES

If a student is being considered under I&RS due to academic, behavior, or health reasons ...

Teacher, counselor, administrator, parent, or SLC completes referral.

- Referral form should be thoroughly completed including names and dates in the intervention section.
- In addition, the description of the problem should be measurable and observable, not subjective.
- Failure to not complete the steps in the intervention section and/or provide an adequate description of the problem will result in a return of the referral.
- Referral must be submitted directly to the I&RS chairperson—do not place in counselor's mailbox or hand deliver referral.

The chairperson reviews the referral for consideration.

- Incomplete forms will be returned to the initiator for revisions.

The chairperson assigns a case manager from the I&RS to the referred student.

- The assignment is based on a predetermined revolving basis.
- All I&RS members are case managers.

The case manager sends the nurse the Health Report.

- The form should be completed by the nurse and returned to the case manager within 5 school days.

The case manager reviews the student's Developmental Record (DR) and Genesis data.

- Test scores and grades are prepared by the case manager for presentation at the team meeting, including assessment scores, grades, discipline records, and attendance records.

The case manager sends all teachers the I&RS Teacher Collection Form.

- Teachers should complete the checklist and return it to the case manager within 5 school days.
- The case manager reviews all the data and prepares it for presentation at the committee meeting.

The case manager contacts the parent/guardian(s) of the referred student.

- Describe the nature of the referral and ask for the parent/guardian's input.
- Invite them to the I&RS meeting.
- The parents do not have to be present at the meeting, but it is recommended.

The case manager has a role with the student.

- The case manager, if at all possible, observes the student in the class of the referring teacher.
- Additionally, the case manager should meet with the student and interview him/her.
- There is a self-assessment in the I&RS packet for the students to complete.

The case manager contacts the chairperson to have the student placed on the I&RS agenda.

- Meeting should take place within 2 weeks of receiving the initial referral.
- Teachers should be given at least 1 weeks' notice of meeting.

I&RS Team meet.

- The team will meet to develop an effective plan focusing on 2 to 3 strategies, based on the information provided by the case manager.
- The parent and student may be present.

The case manager prepares Action Plan.

- The case manager will write the plan and present it to the team members for their signature and approval.
- The case manager will submit the student's completed file to the appropriate administrator prior to distributing action plans.
- Action plans will be signed and dated by the chairperson.
- After the chairperson reviews the file, teachers will be given a copy of the student Action Plan within 5 school days of the initial meeting.
- **The action plan's goals must be attainable and incremental.** A student who has never turned in homework should not be expected to have 100% completion in one week.
- **Action plans should not contain more than 3-4 actions.**

The case manager schedules a follow up meeting.

- A follow up meeting will be scheduled for 6-8 weeks after the initial meeting to monitor the student's progress.
- Revisions should be made to the plan.

I&RS members:

Administrative representative
 Guidance counselor(s)
 School social worker
 School nurse
 Child Study Team members
 ELA teacher/coach
 Mathematics teacher/coach

Meeting Schedule:

Once per week or once every other week on a set schedule. For example: Every Tuesday from 10:00-11:00 or every other Wednesday from 9:00-11:00. The meetings must be at a time and date when the child study team is available and when the general education teachers/coaches are available.

**ORANGE TOWNSHIP PUBLIC SCHOOLS
DEPARTMENT OF SPECIAL SERVICES**

451 Lincoln Avenue Orange, New Jersey 07050 (973) 677-4027 Fax (973) 677-4035

Barbara L. Clark, Director

Thomas N. Kennedy, Supervisor

**INTERVENTION AND REFERRAL SERVICES
REQUEST FOR ASSISTANCE
Confidential**

TO: I&RS/SSST Committee

FROM: _____

DATE: _____

STUDENT: _____

GRADE: _____

REASONS FOR REQUEST FOR ASSISTANCE (Must be for school-based issues, i.e., academics, behavior, emotional issues, school health..)

SPECIFIC AND DESCRIPTIVE OBSERVED BEHAVIORS

Please list all teachers and/or specialist who have contact with this student so that we may request additional information.

Please indicate the types of interventions you have tried prior to this request for assistance.

- ☐ Spoke to student privately after class
- ☐ Explained class rules and expectations
- ☐ Explained my concerns
- ☐ Gave student special work at his/her level
- ☐ Checked cumulative folder
- ☐ Held conference with parent in school
- ☐ Sent home notices regarding behavior/school work

- ☐ Arranged an independent study program for student
- ☐ Set up contract modification plan with student
- ☐ Assigned student detention
- ☐ Referred student to guidance
- ☐ Referred student to substance awareness coordinator
- ☐ Other (Please explain)

Teacher's Signature: _____

Date: _____

Counselor's Signature: _____

Date: _____

(ES, OPA, OHS)

Forward to Building Principal and/or to Guidance as appropriate



5410 PROMOTION AND RETENTION

The Board of Education recognizes that each child develops and grows in a unique pattern and that pupils should be placed in the educational setting most appropriate to their social, physical, and education needs. Each pupil enrolled in this district shall move forward in a continuous program of learning in harmony with his/her own development.

Standards for pupil promotion shall be related to the New Jersey Core Curriculum Content Standards and district goals and objectives and to the accomplishments of pupils. A pupil in the elementary grades will be promoted to the next succeeding grade level when he/she has completed the course requirements at the presently assigned grade; has achieved the instructional objectives set for the present grade; has demonstrated the proficiencies required for movement into the educational program of the next grade; and has demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Promotion policies and procedures will be provided to parent(s) or legal guardian(s) as appropriate. Parent(s) or legal guardian(s) and pupils shall be regularly informed during the school year of the pupil's progress toward meeting promotion standards. A teacher who determines that a pupil's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) and the pupil and offer immediate consultation to the pupil's parent(s) or legal guardian(s) and the pupil offer immediate consultation to the pupil's before retention is recommended. The parent(s) or legal guardian(s) and, where appropriate, the pupil shall be notified of the possibility of the pupil's retention at grade level in advance and whenever feasible, no later than eight weeks prior to the end of the school year.

N.J.S.A. 18A:35-4.9

Adopted: 10 March 2009

A IRS PAC Request for Assistance

9/02

Retention Guidelines (Policy 5410)

ELEMENTARY/MIDDLE SCHOOL GRADES (1-8)

1. Parents of elementary students in jeopardy of failing a content area should be notified no later than the February of possible retention.
2. Intervention plans that had been in (72% and below plans should have been initiated) with timelines should be available for review.
3. Monthly letters generated from Genesis should be sent to parents of students failing classes.
4. Notes sent to parents should be recorded in Genesis.
5. A log (maintained in Genesis) in reference to parental contacts must be readily available.
6. A on-going folder of the student work must be maintained.
7. The last week of May a formal letter of class failure must be sent to parents.
8. Parents may file appeals; however all appeals are finalized by the school principal.
9. An educational program must be developed for all students with class failure. (Please see form)

*No student will be approved for retention without the required back up.

SECONDARY GRADES (9-12)

1. Parents of high school students should be notified mid-way between the semester course(s) and in February for year-long courses.
2. Intervention plans that have been in place (72% and below plans should have been initiated) with timelines and should be available for the parent.
3. After the first marking period, notification of a more aggressive plan should be initiated immediately.
4. The guidance counselor shall initiate and document monthly contact with parents and students.
5. A log (maintained in Genesis) in reference to parental contacts must be readily available.
6. After the third marking period, of a full year course a formal letter of failure intent must be sent to parents.
7. Parents may file an appeal, however all appeals must be approved by the school principal.

8. An educational program must be developed for all retained students.
9. *Students will lose credit in a course, regardless of current grade, by exceeding 18 unexcused absences in a full year course or 9 unexcused absences in a semester course

Parent/guardian must be notified according to the following schedule:

Full year course: Parents will be notified after 5, 10, and 15 absences

Semester course: Parents will be notified after 3, 6, and 9 absences

*A signed parent form must accompany

10. A pupil who has been dropped from a course and/or denied course credit for excessive unexcused absences may appeal that action with the high school attendance appeal committee.

IMPORTANT FACTS

- ❖ **There will be no Kindergarten retentions**
- ❖ **There can only be one retention for children grades 1-4.**
- ❖ **There can only be one retention grades 5-8.**
- ❖ **Students who have been retained once and are still experiencing academic difficulty should be referred to Intervention and Referral Services (I & RS).**



2460 SPECIAL EDUCATION

The Orange Township School Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All pupils with disabilities, who are in need of special education and related services, including pupils with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3;
2. Homeless pupils are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.;
3. Pupils with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4;
4. An Individualized Education Program (IEP) is developed, reviewed and, as appropriate, revised according to N.J.A.C. 6A:14-3. 6 and 3.7;
5. To maximum extent appropriate, pupils with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2;
6. Pupils with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All pupils with disabilities will participate in State-wide assessments or the applicable Alternative Proficiency Assessment in grades three, four, five, six, seven, eight, and eleven in accordance with their assigned grade level.
7. Pupils with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq.; including appointment of a surrogate parent, when appropriate.
8. A free appropriate public education is available to all pupils with disabilities between the age of three and twenty-one, including pupils with disabilities who have been suspended or expelled from school.
 - a. The obligation to make a free, appropriate public school education available to each eligible pupil begins no later than the pupil's third birthday and that an individualized education program (IEP) is in effect for the pupil by that due;
 - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;

- c. A free appropriate public education is available to any pupil with a disability who is eligible for special education and related services, even though the pupil is advancing from grade to grade;
 - d. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are based on the pupil's unique needs and not on the pupil's disability; and
 - e. The services and placement needed by each pupil with a disability to receive a free, appropriate educational settings as close to the pupil's home as possible and, when the IEP does not describe specific restrictions, the pupil is educated in the school he or she would attend if not a pupil with a disability.
9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3 (e) and N.J.A.C. 6A:14-3.7.
10. Full educational opportunity to all pupils with disabilities is provided;
11. The compilation, maintenance, access to, and confidentiality of pupil records are in accordance with N.J.A.C. 6A:32-7;
12. Provision is made for the participation of pupils with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2;
13. Pupils with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3;
14. All personnel serving pupils with disabilities are highly qualified and appropriate certified and licensed, where a license is required, in accordance with State and Federal law;
15. The in-service training needs for professional and paraprofessional staff who will provide special education, general education or related services are identified, and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its effort to:
- a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;

- b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of pupils with disabilities that impedes the learning of pupils with disabilities and others;
 - c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and
 - d. other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
 - e. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
 - f. Provide for joint training activities of parent(s) and special education, related services and general education personnel.
16. Instructional material will be provided to blind or print-disabled pupils in a timely manner.
17. For pupils with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent(s) to apply for such services.
18. The school district will accept the use of electronic mail from the parent(s) to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. The parent(s) shall be informed by the Director of Special Services/designee of the procedures to access the electronic mail system. The parent(s) may not utilize electric mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.
19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specific in each pupil's IEP.

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.

20 USC § 1400 et seq.

34 C.F.R. § 300 et seq.

Adopted: 10 March 2009

Students with Special Needs

Guiding Principles

Most children served in the Orange Public Schools will receive report cards that reflect progress toward District Grade Level performance Expectations that require no modifications to standard reporting practices.

1. Participation of students with disabilities in general education class is determined by Child Study team in conjunction with the Parent and Teacher in concert with the requirements of educating students in the least restrictive environment(LRE).
2. Students with disabilities should be held to the same academic standards and graded in the same manner as students without disabilities, unless otherwise noted by the IEP.
3. The Child Study Team shall document on the IEP any accommodations and/or modifications to the content, expectations, standards, and grading practices.
4. The Child Study Team must consider adaptations that will allow a student to be successful. The adaptations can be made to the physical environment, curriculum, teaching strategies, and/or assessment procedures. The adaptations can be either accommodations or modifications.

Accommodations

Accommodations are changes made to the instructional/assessment procedures in order to provide the student with equal access to curriculum and an equal opportunity to demonstrate knowledge and skills without fundamentally altering the content or performance criteria.

Accommodations do not change or modify the standard(s) or grading requirements for students.

Accommodations may include, but not be limited to:

- Presentation, format and/or procedure
- Response format and/or procedure
- Instructional Strategies
- Time/scheduling
- Environmental alterations
- Assistive Technology

Modifications

Modifications are substantial changes in what a student should learn, know and demonstrate. They modify the course content. **Modifications can only be made by the child Study Team or other formal school meetings inclusive of the Principal and parent.** Children in this category should be substantially below standards.

Modifications may include:

- Content requirements
- Changes to an assessment
- Performance criteria



2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs for English Language Services in the form of Bilingual/ESL education and English as a second language (ESL-Only) for ELL pupils, as required by law and rules of the State Board of Education. ELL pupils are those pupils, whose native language is other than English and who have such difficulty speaking, reading, writing, or understanding the English language as to be denied the opportunity to learn successfully in classrooms where the language of instruction is English.

Identification of ELL Pupils

The Board directs the conduct of a screening process to determine the native language of each pupil who enters the school district. A census shall be maintained of all pupils whose native language is other than English. The English language proficiency of each whose native language is not English shall be determined by a review process that considers the results of an English language proficiency test, the pupil's level of reading in English, the pupil's previous academic performance, the results of standardized tests in English, and the reports of teachers responsible for the pupil's education.

Program Implementation

The district shall provide a program:

1. Whenever there are one or more but fewer than ten ESL/ELL pupils enrolled in the district, services in addition to the regular school program that are designed to improve English language proficiency in accordance with N.J.S.A. 18A:35-15 et seq.;
2. Whenever there are ten or more ELL pupils enrolled in the district, an ESL-Only program that meets the requirements of law for a thorough and efficient system of education in accordance with N.J.S.A. 18A:35-15 et seq.; and
3. Whenever there are twenty or more ELL pupils in any one language classification, a program of Bilingual/ESL education shall be provided. Where the age, grade, or geographical distribution of ELL pupils makes a full-time Bilingual/ESL program impractical, the Board may offer an alternative Bilingual/ESL education program, provided that program has been approved has been granted by the Department of Education.

The Bilingual /ESL programs shall include instruction, by appropriately certified teaching staff members, in all subjects required by law and offered to English speaking pupils. Where verbalization is not essential to understanding, pupils of limited English proficiency shall participate in classes with English speaking pupils. The Bilingual/ESL curriculum must be approved by the Board, and pupils enrolled in the bilingual or ESL-Only programs shall be offered all the support services and activities available to other pupils in this district.

Bilingual/ESL Program Exit

Pupils enrolled in the English Language Services such as Bilingual/ESL programs shall be reviewed for readiness to function successfully in an English-only program. The process to determine the readiness or inability of the individual pupil to function successfully in the English-only program shall be initiated by the pupil's level of English proficiency as measured by the State established cut-off score on an English language proficiency test, and the readiness of the pupil shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the pupil's reading level in English, the judgment of the teaching staff member or members responsible for the education of the pupil, and performance on achievement test in English. A pupil should not ordinarily remain in a Bilingual/ESL education programs for more than five years.

A parent(s) or legal guardian(s) may remove a pupil who is enrolled in a Bilingual/ESL education program at any time; except that during the first three years of a pupil's participation in a Bilingual/ESL education programs, parent(s) or legal guardian(s) may only remove the pupil at the end of each school year. If during the first three years of a pupil's participation in a Bilingual/ESL education program, a parent(s) or legal guardian(s) wishes to remove the pupil prior to the end of each school year, the removal must be approved by the County Superintendent of Schools. The parent(s) or legal guardian(s) may appeal the County Superintendent's decision to the Commissioner of Education if the County Superintendent determines the pupil should remain in the Bilingual/ESL education program until the end of the school year.

An exited pupil may re-enter the Bilingual/ESL programs if his/her teacher determines that the pupil's failure to progress is caused by an inability to communicate in or comprehend English and the pupil scores below the cutoff score on a language proficiency test other than that used to assess the pupil's readiness for exit. Unless waiver is granted by the County Superintendent, the reentry test will be administered only after one full semester in the English-only program and within two years after the pupil's exit from the Bilingual/ESL programs.

When the exit review process is completed, the pupil's parent(s) or legal guardian(s) shall be informed by mail of the placement determination. A parent(s) or legal guardian(s), or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Supervisor, Director, and/or Superintendent, who will provide a written explanation for the decision within ten working days. The complaint may appeal the Supervisor, Director, and/or Superintendent's decision in writing to the Board, which will respond in writing within

the timeline from the Board. A complaint not satisfied with the Board's explanation may appeal to the Commissioner of Education.

Parental Involvement

The parent(s) or legal guardian(s) of an ELL pupil will be notified, in accordance with the law N.J.A.C. 6A:15-1.13, of the pupil's enrollment of the fact that their pupil has been identified as eligible for enrollment in a Bilingual/ESL education programs. Notice shall be given no later than ten days after the enrollment and shall include a statement of the parent of legal guardian's right of review and appeal.

Parent(s) or legal guardian(s) shall receive progress reports in the same manner and frequency as those sent to parents or legal guardians of other pupils.

Parent(s) or legal guardian(s) of ELL pupils will be offered opportunities for involvement in the development and review of program objectives. A parent(s) or legal guardian(s) advisory committee on Bilingual/ESL education shall be formed and shall be convened at least four times annually.

Graduation

Pupils of limited English proficiency will qualify for graduation from high school in accordance with Policy No. 5460. Such pupils will be provided with all courses and opportunities necessary to enable them to qualify for graduation.

All ELL pupils must satisfy requirements for high school graduation according to N.J.A.C. 6:3-4A.1, except ELL pupils who enter the school district in grades nine or later. These pupils, to be eligible for a State-endorsed high school diploma, may demonstrate they have attained minimum levels of proficiency established by the Department of Education through the Special Review Assessment in their native language, and by attaining a passing level of fluency as determined by a language proficiency test approved by the New Jersey Department of Education.

Program Plan

The Superintendent shall prepare a plan for Bilingual/ESL instruction and English language services for approval by the Board and the County Superintendent.

N.J.S.A. 18A:35-15 et seq.

N.J.S.A. 6A:15-1.1 et seq.

Adopted: 10 March 2009

Orange Public Schools
Grading, Promotion, Retention Guidelines

Guidelines for Grading ELL Students

1. Focus on meaning and content knowledge, not on English language proficiency.
2. Grade the student on process as well as the end product.
3. Explain how you grade and show examples so that students are clear about expectations and standards.
4. Have grades reflect a wide variety of measures (alternative assessments) not just tests.
5. Teach test taking skills and strategies, and adapt tests and the testing process to accommodate the ELL student. ELL students are given accommodations on classroom as well as all state tests. Accommodations are time and $\frac{1}{2}$, as well as bilingual dictionaries. (Be sure that you are aware of these procedures in your subject area).
6. Teach students how to learn (e.g., the buddy system).
7. Teach students how to evaluate their own work.
8. Make sure that the students' report card and permanent record card indicate that the student is ELL, and write comments explaining how the student was graded.
9. Recognize effort and improvement in ways other than grades.

*** Students should not be retained solely on the lack of Academic English, but rather the inability to master grade appropriate content.**

*** In case of any ELL student who may be falling significantly below proficiency or may be considered for retention should be brought to the attention of the Supervisor of Bilingual/ESL.**

Appendix:

- ✓ Orange High School Attendance Policy Appeal Form
- ✓ Notice of Planned Intervention
- ✓ Intervention Form
- ✓ Student Promotional Appeal Form
- ✓ Notice of Retention
- ✓ Retention Educational Plan

**ORANGE HIGH SCHOOL
ATTENDANCE POLICY APPEAL FORM
For Graduating Seniors**

Please complete this form if you have exceeded eighteen (18) absences in a course due to extenuating circumstances. Students appealing for credit must have a passing average in the course.

If you wish to appeal the Orange Board of Education Attendance policy, please complete the following steps:

1. Complete this form and return it to the Attendance Office.
2. Attach a statement from the student explaining the absences and the rationale for waiver
3. Attach a statement from the parent/guardian supporting the waiver
4. Attach **all** supporting documentation.
5. Return this form and its attachments to Orange High School attendance office no later than _____.

Your attendance records, disciplinary records, and teacher recommendations will be considered in making a decision on your appeal. You will be notified by mail of the outcome of your appeal.

Student Name: _____

List the courses for which you are requesting an appeal.

Course Name	Teacher Name	Current Course Grade

Please list the Orange High School staff members with whom you have been working to address attendance issues.

Please attach an explanation of the extenuating circumstances you feel should result in a waiver of the Orange Public Schools Attendance Policy. Attach all medical or legal documentation related to the absences in question.

Student Signature _____

Parent/Guardian Signature _____

Date: _____



Orange Public Schools
Grading, Promotion, Retention Guidelines

Notice of Planned Intervention

Date _____

Name of Student _____

School _____

Present Grade _____

Your child has not met the necessary requirements for proficiency in _____
Subject/Content

Please call to set an appointment so that we may meet to discuss and develop necessary interventions and a timeline for implementation.

Thank you.

Teacher Name

School Phone Number



Orange Public Schools Grading, Promotion, Retention Guidelines

Intervention Form

Child Name _____ Grade _____

Intervention Meeting Date _____

I have reviewed assessments, work, etc. _____

Parent Signature

Intervention Plan with timelines:

Student Signature

Parent Signature

Teacher Signature

Principal Signature



Orange Public Schools Grading, Promotion, Retention Guidelines

Student Promotion Appeal Form

Name of Student _____

School _____

Present Grade _____

Appealed by _____

Date _____

Level I

Reason (documentation)

Principals Decision

Agree _____

Disagree _____

Reason



Orange Public Schools
Grading, Promotion, Retention Guidelines

Notice of Retention

Date _____

Dear _____

Please be informed that your child _____

Room _____ **Grade** _____

Will not be promoted in the _____ school year.

His/Her performance has not improved with interventions.

**Notifications of your child's progress were initially shared on _____ and
contracts were signed.**

**Your child is being retained due to not reaching competency levels in assessments, cycle
grades etc., in one or more of the following areas:**

Sincerely,

Principal

School Telephone Number



Orange Public Schools
Grading, Promotion, Retention Guidelines

Retention Education Plan

Name _____

Plan Year _____

Course/Grade _____

Days Absent _____

(Parent teacher)

Reasons for Retention (Specify)

Key areas to support/provide reinforcement

Receiving Teacher Goals

Student Comments:

Parent Signature

Teacher Signature

Student Signature

Glossary:

- **ACCESS for ELLs®**- English language proficiency test is a large-scale test administered annually to English language learners (ELLs) to measures students' growth in English language skills in relation to the academic English language proficiency (ELP) standards.
- **AHSA (Alternative High School Assessment) (Formally SRA)** – Alternative assessment that provides students with the opportunity to demonstrate their mastery of the Core Curriculum Content Standards (CCCS) for the purpose of satisfying the High School Proficiency Assessment (HSPA) graduation requirement. Students who fail to demonstrate proficiency in one or both HSPA content areas must participate in the AHSA process. The AHSA process begins with remedial instruction followed by the administration of performance assessment tasks (PATs) in the respected content area. Student must pass a certain number of these tasks to satisfy HSPA requirements.
- **APA (Alternative Proficiency Assessment)** – The individuals with Disabilities Education Act (IDEA) mandates the participation of all students with disabilities in statewide assessments. States must develop and conduct alternate assessments for students who cannot participate in the general statewide testing program. The New Jersey APA is a portfolio assessment by which evidence of student progress is collected during several months. The portfolios are scored by the state and results contribute to district/school adequate yearly progress calculations under *No Child Left Behind*.
- **AYP (Adequate Yearly Progress)** – Under the *No Child Left Behind Act of 2001*, schools not making AYP for any of the state assessments for two consecutive years are designated as in need of improvement. New Jersey has taken a proactive measure to inform schools not making AYP after one year by designating them as Early Warning to assist them in identifying areas in need of attention and to make any necessary adjustments to prevent not meeting AYP for another year.
- **CAPA Team (Collaborative Assessment and Planning for Achievement)** consists of educational practitioners, parents and other individuals assembled, trained and assigned by the Commissioner and the chief school administrator to implement the CAPA process in low-performing schools to bring about school improvement.
- **CCCS (Core Curriculum Content Standards)** - Include common expectations for student achievement grades Pre-K to 12 in nine areas: Standard 1. Visual and Performing Arts Literacy, Standard 4. Mathematic, Standard 5. Science, Standard 6. Social Studies, Standard 7. World Languages, Standard 8. Technology and Standard 9, 21st Century Life and Careers.

- **Corrective Action** is action taken that is consistent with state law and substantially and directly responds to the consistent academic failure of a school. It is designed to increase the likelihood that students enrolled in schools identified for corrective action will meet or exceed the state's proficient levels of achievement on the state's assessments.
- **CRT (Criterion-Referenced Tests)** – are intended to measure how well a person has learned a specific body of knowledge and skills – the Core Curriculum Content Standards (CCCS). The statewide assessments are CRTs.
- **CST (Child Study Team)** – consists of a school psychologist, a learning disabilities teacher/consultant and school social worker who are employees of the school district responsible for conducting evaluations to determine eligibility for special education and related services for students with disabilities.
- **DINI (District in Need of Improvement)** – means that the entire district did not meet the requirements for making AYP for two consecutive years.
- **Distance Learning** - or distance education is an educational delivery system that provides educational content to students who are not physically "on site." Distance education allows teachers and students to exchange printed or electronic media in real time and through online methods.
- **Educational Technology** - is the practice of using technology in instructional settings in support of teaching, and learning and academic achievement.
- **ELL (English Language Learners)** – are pupils whose native language is other than English and who have difficulty speaking, reading, writing or understanding the English language as measured by an English language proficiency test. Thus, they require bilingual or English as a Second Language (ESL) programs to learn successfully in classrooms where the language of instruction is English.
- **ELS (English Language Services)** are designed to improve the English language skills of students with limited English proficiency. These services are provided in school districts with less than 10 students of limited English proficiency and are in addition to the regular school program.
- **Formative Evaluation** – Any activity that can be used to "provide information to be used as feedback to modify the teaching and learning activities in which students engage" (Black and William).

- **High/Scope Preschool Curriculum** is an early childhood education curriculum developed by the High/Scope Educational Research Foundation that encourages children to make choices about materials and activities throughout the day to foster developmentally important skills and abilities.
- **HSPA (High School Proficiency Assessment)** – A high school graduation requirement. The assessment is used to determine student achievement in reading, writing, and mathematics as specified in the Core Curriculum Content Standards (CCCS). The first administration is in eleventh grade. Students not passing will have the opportunity to retest in October and March of this senior year.
- **IEP (Individualized Education Program)** – is a written plan developed at a meeting that includes appropriate school staff and parents. It determines the special education program for a student with disabilities through individually designed instructional activities constructed to meet goals and objectives established for the student. It establishes the rationale for a student's placement and documents the provision of FAPE.
- **IPP (Individualized Program Plan)** – means a written plan developed for a general education student who has been assigned by the district board of education to home instruction or an alternative education program, or who is being provided either in or out of school other educational services that are comparable to those provided in public school for students of similar grades and attainments (*N.J.S.A. 18A:38-25*). The IPP sets forth the student's present level of performance, measurable goals and short-term objectives or benchmarks that encompass behavioral and social competency, as well as curriculum and individually designed instructional activities to achieve the goals and objectives.
- **LAL (Language Arts Literacy)** – integrates verbal skills needed for critical thinking and communication.
- **LRE (Least Restrictive Environment)** – sets the standard that students with disabilities are educated with children who are not disabled to the maximum extent appropriate. It means that special classes, separate schooling or other removal of students with disabilities from the general educational environment should occur only when the severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- **NCLB (No Child Left Behind Act of 2001)** – was signed into law on January 8, 2002. It reauthorizes the *Elementary and Secondary Education Act of 1965 (ESEA)*, the main federal law regarding K-12 education. The four main pillars of *NCLB* are: accountability; flexibility and local control; enhanced parental choice; and a focus on what works in the classroom. *NCLB* requires state governments and educational systems to help low-

achieving students in high-poverty schools meet the same academic performance standards that apply to all students.

- **NJASK (New Jersey Assessment of Skills and Knowledge)** – The states elementary and middle school assessment programs covering grades 3 through 8. NJASK is intended to provide information about student progress toward mastery of the skills specified by the CCCS in language arts literacy, and math at each grade level, and science at grades 4 and 8.
- **Parent Involvement** is the participation of parents in regular, two-way, meaningful communication involving student academic learning and other social activities that play an integral role in assisting their child’s learning.
- **Safe Harbor** is the method for making AYP if student subgroups do not meet performance targets. The percentage of students scoring non-proficient must be reduced by at least 10 percent for each student subgroup that did not meet performance targets.
- **School Report Card** contains statistical profiles of all public schools in the state and is an important element in New Jersey’s continuing commitment to set high standards, measure school progress and report results to the public each year.
- **Schoolwide Program** is a program using Title I funds to address the entire school curriculum and the varied educational needs of children living in impoverished communities with comprehensive strategies for improving the entire school’s academic performance. At least 40 percent of the children enrolled in the school or residing in the school attendance area must be from low-income families to qualify.
- **Scientifically Based Research** involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.
- **SES -- Supplemental Educational Services** refers to extra academic instruction provided to income-eligible students who attend a Title I SINI. Extra help in LAL and math must be provided outside of the regular school day. SES is mandated by *NCLB* for students attending Title I schools in their second year and beyond of being designated as in need of improvement. DOE maintains a list of approved schools and educational agencies that offer SES.
- **SINI -- Schools in Need of Improvement** is a designation based on making AYP, which is calculated using 40 primary indicators (test participation and scores) and one secondary

indicator (attendance or high school graduation). Schools that do not meet the benchmark on one or more of the indicators for two consecutive years are designated as “in need of improvement.” The 40 primary indicators are based on meeting a 95 percent participation rate in language arts literacy and math tests, as well as meeting AYP benchmark targets for the math and language arts literacy (LAL) tests. Data are then examined by looking at 10 subgroups for both tests.

- **Standard-Based Assessments** – A test or type of assessment for which the criteria and information is taken directly from content that a student has been taught or is expected to learn (Standard-based assessments come directly from the NJCCCS).
- **Standards-Based Reform** is the process by which schools and school districts work to align school district and/or school curriculum to the CCCS and assure that instructional practice and professional development are effective and driven by the curriculum.
- **WIDA (World-class Instructional Design and Assessment)** - is a consortium of 19 partner states that has developed English language proficiency standards and an English language proficiency test (ACCESS for ELLs®) aligned with the standards to comply with Title III of the *No Child Left Behind Act*.