

NEWARK PUBLIC SCHOOLS

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2002 - 2003

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State District Deputy Superintendent	Ms. Anzella K. Nelms
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The Newark Public Schools
2 Cedar Street
Newark, New Jersey 07102

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State District Superintendent

Anzella K. Nelms
State District Deputy Superintendent

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Chief Financial Officer

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PHILOSOPHY

The Newark Public School District is committed to providing instructional leaders, teachers, staff, children, and their families with the support, definition, and direction necessary to ensure student success.

We recognize that individuals learn, grow and achieve differently, and it is therefore critical that we provide diverse programs based on student needs.

Rather than labeling children as successes or failures, we will take proactive approaches that provide all children with opportunities to grow and succeed.

Our decisions will be informed by our knowledge of multiple intelligences, developmentally appropriate practices, and research-based instructional practices.

Section I: Grading Policy and Class Rank

This section contains:

- Grading Policy – K-12
 - ✓ Student Achievement Rubric
 - ✓ Student Responsibility Rubrics
 - Effort
 - Behavior
 - Attendance

- Secondary Guidelines for Determining Rank in Class

- Grading System – 3-12
 - ✓ Honor Roll
 - ✓ Super Honor Roll

GRADING POLICY – (K-12)

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

The Newark Public Schools recognizes that a system of grading student achievement will help students, teachers and parents/guardians assess progress toward educational goals.

Despite years of educational research, there is no evidence to indicate that one grading or reporting method works best under all conditions, in all circumstances (Guskey 1994). As an important component in the improvement of student learning, grading must be understood and articulated by all stakeholders in the educational process, including students, teachers, administrators and parents/guardians. However, in developing practices that seek to be fair, equitable, and useful to students, parents, and teachers, educators can rely on two guidelines:

- Provide accurate and understandable descriptions of learning.
- Use grading and reporting methods to enhance, not hinder, teaching and learning.

In a standards-based educational system, it is important for grades to reflect a student's mastery of the standards at his/her grade level.

Grading shall be that system of measuring and recording student progress and achievement which enables students, teachers, and parents/guardians to learn of the student's strengths and weaknesses and identify where instruction ought to be modified so as to provide for the student's advancement or remediation. Grades shall measure the student's progress against both individual potential for achievement and the achievements of others.

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

- A. Each student should know what behavior and achievements are expected of him/her.
- B. Each student shall be kept informed of his/her progress during the course of the year.
- C. Methods of grading shall be appropriate to the course of study and the grade placement of students.
- D. Students shall be encouraged to review their own achievements.

Grading is an integral part of the teaching and learning process. Grades provide information about student progress as they guide and inform individual and group decisions.

Student achievement is the primary factor to include in grades (Marzano 2000). Student achievement is defined as competence in specific subject-matter content.

GRADE VARIABLES: Student Achievement

A grade represents the total student academic achievement in a given course.

A minimum of nine grades is required in order to examine student progress over time.

Student academic achievement includes, but is not limited to:

- ❖ Tests, including quizzes, unit tests, mid-term and final examinations.
- ❖ Class participation, as evidenced by asking and responding to questions, offering relevant comments and respecting the teacher's authority.
- ❖ Class assignments, including essays, problem solving, projects, and skill applications.
- ❖ In-class performance tasks, exhibits, demonstrations.
- ❖ Homework assignments, including essays, papers, research reports and projects.
- ❖ Performance-based assessments/project-based assessments/portfolios.

Although student achievement should be the primary factor on which grades are based, it is appropriate to provide feedback to students on their effort, behavior, and attendance.

Determination of Grades

Grades in all core subjects are to be determined through the use of these guidelines:

*65% of grades should be derived from assessment
Note that assessment includes, but is not limited to, curriculum embedded
quizzes, unit tests, mid-term and final examinations.*

25% of grades should be derived from class work and participation.

10% of grades should be derived from homework.

GRADE VARIABLES: Student Responsibility Factors

Teachers who consider effort or work habits when reporting on student learning are using *process criteria* which reflect not just the learning product, but *how* students got there (Guskey 1994).

Student responsibility factors include, but are not limited to:

- ❖ Effort: participation and work completion.
- ❖ Behavior: following rules and teamwork.
- ❖ Attendance: tardiness and absenteeism.

Student Achievement Rubric

- 4 The student has a complete and detailed understanding of the information important to the topic. The student can perform the skills or processes important to the topic with no significant errors and with fluency. The student understands the key features of the skills processes.
- 3 The student has a complete understanding of the information important to the topic but not in great detail. The student can perform the skills or processes important to the topic without making significant errors.
- 2 The student has an incomplete understanding of the topic and/or misconceptions about some of the information. However, the student maintains a basic understanding of the topic. 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.
- 1 The student's understanding of the topic is so incomplete or has so many misconceptions that the student cannot be said to understand the topic. The student makes so many errors in performing the skills or processes important to the topic that s/he cannot actually perform the skills or processes.

Student Responsibility Rubrics

EFFORT

Participation

4. The student participates in classroom activities and discussions without being asked.
3. The student participates in classroom activities and discussions when asked.
2. The student participates in classroom activities and discussions only when required to do so or when the request involves some form of explicit or implied threat.
1. The student refuses to engage in classroom activities and discussions.

Assignments

4. The student is punctual or early turning in assignments and goes beyond the stated requirements relative to neatness and adherence to conventions. The student submits all assignments.
3. The student is punctual in turning in assignments and meets the stated requirements relative to neatness and adherence to conventions. 75% of assignments are submitted.
2. The student is not punctual in turning in assignments or does not meet the stated requirements relative to neatness and adherence to conventions. Less than 75% of assignments are submitted.
1. The student is not punctual in turning in assignments and does not meet the stated requirements relative to neatness and adherence to conventions. Less than half of assignments are submitted.

BEHAVIOR

Working in Groups

4. The student works toward the attainment of group goals without being asked.
3. The student works toward the attainment of group goals when asked or cued.
2. The student works toward the attainment of group goals only when required to do so or when the request involves strong urging or even some explicit or implicit threat.
1. The student refuses to work toward the attainment of group goals.

Following Rules

4. The student follows classroom rules and procedures without being reminded or cued.
3. The student follows classroom rules and procedures when reminded or cued.
2. The student follows classroom rules and procedures only when required to do so or when the request involves strong urging or even some explicit or implicit threat.
1. The student refuses to follow classroom rules and procedures.

ATTENDANCE

Absenteeism

4. The student is present.
3. The student is absent but provides a valid explanation or excuse.
2. The student is absent but provides a questionable explanation or excuse.
1. The student is absent without explanation or excuse.

Tardiness

4. The student is on time.
3. The student is tardy but provides a valid excuse.
2. The student is tardy and provides a questionable excuse.
1. The student is tardy without explanation or excuse.

REFERENCES

Guskey, Thomas (1994). "Making the Grade: What Benefits Students?"
<http://www.ascd.org/readingroom/edlead/9410/guskey.html>

Marzano, Robert (2000). *Transforming Classroom Grading*. Alexandria, Va.:ASCD.

SECONDARY GUIDELINES FOR DETERMINING RANK IN CLASS

All senior high schools are required to use these guidelines for computing grade point average and determining rank in class, beginning with the graduating class of June 2002.

1. The grade point average and class rank will be computed for each student at the end of each year. Process must be computerized.
2. The preliminary grade point average for determining the class rank in the senior year will be computed for each student at the end of grade 11. The official class rank will be computed mid-year at the end of the second cycle senior year.
3. All students who are candidates for graduation will be included in determining class rank. All students exempt from taking/passing HSPT/HSPA are the only exemptions for ranking.
4. Ranking will include all subjects whether passed or failed. Repeat and Summer Course grades will be averaged.
5. In order for a student to qualify for valedictorian or salutatorian, student grades from grade nine through eleven constitute the initial rank. No student entering the school during the senior year will usurp the title held by a student in the school as valedictorian or salutatorian. They may share the title. A student must be in the school one year to rank as valedictorian or salutatorian.
6. Students must have grades for each school year in order to be ranked (9-12).
7. Students entrance into advanced placement and honors courses must be based on multiple criteria, i.e. test scores, teacher recommendations, grades, and parental written requests.
8. Students from war torn or devastated countries where records are no longer available should be placed in age appropriate grade upon the principal's recommendation to the Assistant Superintendent of the School Leadership Team.
9. Students who require modifications and support should be held to the same criteria as all other students.
10. The following values will be used in computing rank in class for each student:

Course Point Values:

Advanced Placement

A = 5
B = 4
C = 3
D = 2
F = 0

Honor Courses

A = 4.5
B = 3.5
C = 2.5
D = 1.5
F = 0

Standard Courses
(including ESL)

A = 4
B = 3
C = 2
D = 1
F = 0

UNIFORM GRADING SYSTEM – GRADES 3 - 12

The schools are required to provide letter grades (A, B, C, D, F) to evaluate student performance in all subjects in grades 3-12.

Grades assigned to course performance are to be based on the following numerical equivalents:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = Below 60

HONOR ROLL & SUPER HONOR ROLL

HONOR ROLL

Students earning at least one A and B grades in the core academic subjects and A, B and C grades in all other subjects. (Students in grades 3-8 must earn satisfactory, good or outstanding in all areas of Social and Moral Development.)

A's & B's

Core Subjects

English
Social Studies
Mathematics
Science
Foreign Languages*
Fine or Performing Arts**

- * Secondary
- ** Arts High

B's & C's

Other Courses

SUPER HONOR ROLL/PRINCIPAL'S LIST

Students earning A grades in the core academic subjects and A and B grades in all other subjects. (Students in grades 3-8 must earn satisfactory, good or outstanding in all areas of Social and Moral Development.)

A's

Core Subjects

A's & B's

All other Courses

Please note: Beginning with the freshman class of 2002, high school students who have a grade point average between 3.2 and 3.59 (as calculated by SASI and reported each cycle on the report card), and A, B and C grades in all other subjects will attain the **Honor Roll**.

Super Honor Roll will be attained with the above criteria and a grade point average of 3.6 and above.

GRADE APPEAL PROCESS

Any parent has the right to appeal a student's grade according to the following guidelines:

Elementary

- Step 1 Parent contacts the teacher to discuss the grade.
- Step 2 If there is no resolution, parent contacts the grade level vice principal or the principal to arrange for a conference.
- Step 3 If no resolution after steps 1 and 2, parent contacts the assistant superintendent to arrange for a conference where a final decision will be made.

Secondary

- Step 1 Student appeals grade with the subject teacher.
- Step 2 If no resolution, parent contacts the department chair to arrange for a conference with the subject teacher.
- Step 3 If no resolution, the parent contacts the academic vice principal or the principal to arrange for a conference.
- Step 4 If no resolution after steps 1,2 and 3, parent contacts the assistant superintendent to arrange for a conference where a final decision will be made.

Resolution to the appeal process should occur within a three week time frame.

Section II: Promotion/Intervention Policy

This section contains:

- Promotion/Intervention Policy
- Promotion/Intervention Regulation
- Exhibit 1 - Notice of Planned Intervention
- Exhibit 2 - Personal Refocusing Educational Plan
- Exhibit 3 – List of Possible Interventions
- Exhibit 4 – Notice of Retention Form
- Exhibit 5 – Student Promotion Appeal Form
- Exhibit 6 – Newark Public Schools Resolution to Appeal Form
- Intervention/Prep Roster Form
- Intervention Plan/Prep Log
- Promotion Policy Sequence Chart
- Graduation Requirements Policy
- Graduation Requirements Regulation
- Exhibit 1A – Minimum Promotion Requirements (Class of 2002-2003)
- Exhibit 1B – Minimum Promotion Requirements (Class of 2003-2004)
- Exhibit 1C - Minimum Promotion Requirements (Class of 2004-2005)
- Exhibit 2 – Graduation Requirements Exemptions – Special Education Students



The Newark Public Schools
Newark, New Jersey 07102
POLICY

File Code: 6146.2

PROMOTION/INTERVENTION

The Newark Public Schools recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The State District Superintendent shall direct development of detailed regulations to govern progress of students through levels K- 12. The regulations should include:

- A. Standards of proficiency related to District goals and objectives;
- B. Standards of attendance; and provisions for review of mastery;
- C. Provision for review of mastery;
- D. Timely intervention to help all pupils achieve acceptable levels of proficiency;
- E. Timely notification of parents/guardians when there is a possibility of failure;
- F. Procedures for involving parents/guardians in interventions;

Parents/guardians will be notified whenever exceptions are contemplated in a pupil's normal progress from level to level. The final decision in all cases will rest with school authorities.

Legal Reference:

<u>N.J.S.A.</u>	18A:4-24	Determining efficiency of schools, report to state board
<u>N.J.S.A.</u>	18A:7C-2	Boards of education, establishment of standards
<u>N.J.S.A.</u>	18A:35-4.9	Pupil promotion and remediation; policies and procedures
<u>N.J.S.A.</u>	6:8-4. 10	State and Federally mandated programs and services
<u>N.J.S.A.</u>	6:8-7.1	Promotion, remediation and graduation procedures

Wheatley v. Board of Education of city of Burlington, 1974 S.L.D. 851

Manual for the Evaluation of Local School Districts (June 1993)

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Newark, New Jersey 07102

POLICY

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PROMOTION/INTERVENTION – con't

Cross References:

- 5113 Absences and excuses
- 5120 Assessment of individual needs
- 5124 Reporting to parents/guardians
- 6142 Subject fields
- 6142.2 English as a second language, bilingual/bicultural
- 6143 Curriculum guides
- 6145 Extracurricular activities
- 6146 Graduation requirements
- 6146.1 Acceleration
- 6147 Standards of proficiency
- 6147.1 Evaluation of individual student performance
- 6171.1 Remedial instruction
- 6171.3 At-risk and Title 1

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The Newark Public Schools
Newark, New Jersey 07102
REGULATION

File Code: 6146.2

PROMOTION/INTERVENTION

I. Purpose:

To establish promotion/intervention/retention procedures for district students.

II. Responsible Person(s):

State District Superintendent
State District Deputy Superintendent
Assistant Superintendents
Associate Superintendents
Principals
Teaching Staff
Parents

III. Guidelines

1. Promotion
Student meets all academic requirements.
2. Promotion with Intervention (for grades where retention is not allowed)
Student does not meet all academic requirements, but is moved to the next grade **with an intervention plan.** (See page 5 of 6, Section V.)
3. Retention
Student does not meet academic requirements after grade 3 or 7. Decisions pertaining to retention should not be made until all possible interventions have been exhausted. A student shall not be retained before grade 3. Student cannot be retained more than one time between K-8. Once retained, a student must have a **Personal Refocusing Educational Plan (PREP)** which is a more focused, comprehensive intervention plan (see Exhibit 6).

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4. Bilingual Education

Prescribed assessment and evaluation procedures which accommodate the linguistic, academic and cultural characteristics of English language learners shall be used for students in Bilingual/ESL programs. **Identified LEP students may not be retained in their first year of English language learning if the recommended retention is the result of the student's limited proficiency in English.** Beginning with the second year of program participation, a review of the student's academic growth and progress, the nature and consistency of the instruction provided, and the interventions taken shall be considered by all staff providing instruction to the student as part of the determination of promotion or retention. In this collaborative review, these teachers shall also determine if all progress shall be made to the parent/guardian in clear and understandable terms and, whenever possible, in the home language in accordance to NJ DOE Administrative Code guidelines. The report document must be consistent with federal and state law and shall not cause any discrimination against the student.

5. Special Education

Students with disabilities who participate in special education programs are to follow the same procedures for promotion, as do their non-disabled peers. Through their individualized Education Programs (IEPs), special education students are to be exposed to the Core Curriculum Content Standards (CCCS) at their designated grade level and the district's regular education curriculum, with appropriate adaptations, modifications and accommodations. At the annual IEP Meeting, the IEP Team (the parent/guardian or appointed surrogate, the teacher, the case manager and other ancillary personnel, when required) will review the student's progress, the nature of the disability, the interventions taken, to ensure that all the program options and services are meeting the student's individualized educational and emotional needs. **In addition, the IEP Team will make a determination if the student met the requirements of the IEP and is to be promoted to the next grade.**

Students with disabilities are to participate in the regular education assessment process, with appropriate accommodations and modifications, unless their disability is so severe that they require an exemption. Students with the more severe disabilities are to follow the Core Curriculum Content Standards for Students with Severe Disabilities (CCSSSD) and are to be assessed by the Alternate Proficiency Assessment.

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IV. Academic Performance Requirements

1. Elementary School

Academic performance, a promotion requirement, is assessed by multiple measures of progress in the following areas:

- Language Arts Literacy
- Mathematics
- Science
- Social Studies

and other core content curriculum areas, as they are phased in, as measured by the following:

A. Student will be promoted to the next grade level without intervention, if he/she achieves:

1. proficient scores on district assessments as determined by the Department of Teaching and Learning and the offices of Math, Language Arts Literacy, Science, and Social Studies
2. satisfactory cycle grades
3. at or above levels of proficiency on standardized and state assessments

B. Student will require intervention if he/she achieves:

1. Below the level of proficiency as determined by the Department of Teaching and Learning and the offices of Math, Language Arts Literacy, Science, and Social Studies
2. poor cycle grades
3. below levels of proficiency on standardized and state assessments

C. If the student does not meet all of the criteria in "A", and the teacher feels that the student does not require intervention, the teacher must provide strong documentation of proficiency in the content areas, through indicators such as:

1. teacher observation
2. cycle progress
3. classroom participation
4. class projects
5. portfolio assessment

D. If the student does not meet all of the criteria in "A", and is enrolled in the bilingual program or classified special education, prescribed assessment and evaluation procedures shall be used, including but not limited to, portfolio assessment.

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2. Secondary School

- a. In order to enter the 9th grade, a student must be promoted from the 8th grade.
- b. An 8th grade student who was previously retained will be promoted to the 9th grade if:
 1. an intervention plan in the 9th grade is developed
 2. a copy of his/her PREP plan is sent to his/her high school
 3. he/she attends a Summer Enrichment Program.
- c. Secondary school standards for promotion are based on the accumulation of credits as follows:

Grade	Year	Credits required
9	Freshmen	0 - 24
10	Sophomore	25 - 49
11	Junior	50 - 74
12	Senior	75 - 110

- d. In order to graduate from secondary school, the requirements are:
 - the accumulation of 110 credits (see Exhibit 1-6146)
 - 60 hours of community service (beginning with the graduating class of 2006)
 - successful completion of all required courses
passing all parts of the HSPA or SRA.
- e. Special education academic performance requirements are in accordance with the individualized education program (IEP).

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V. Interventions/Retentions

1. A Planned Intervention (Exhibit 2) must be developed and implemented for each child who shows lack of successful progress during the year. Each student's progress should be assessed at the end of each year against the developmentally appropriate activities for the grades spanning K-3, 4-7 and 8. Records of student success and those interventions that have been used will be transferred with the student from grade to grade. A list of possible interventions is included as Exhibit 3.
2. A Notice of Planned Intervention (Exhibit 1) must be mailed to the parent/ guardian.
3. Parent/Guardian and teacher conferences must be scheduled to discuss teacher recommendations and solicit input, a commitment and signature (on the agreed plan) from the parent/guardian. If the parent/guardian does not report for the conference, the plan should be completed by the teacher, mailed to the parent/guardian and the records noted.
4. If the decision to retain is made at either grade 3 or 7, the "Notice of Retention Form" (Exhibit 4) must be sent to the parent/guardian.
5. Each elementary school must develop a PREP (Personal Refocusing Educational Plan) (Exhibit 6) for each retained student. The receiving teacher is responsible for reviewing the:
 - a. district assessments
 - b. SPA Results
 - c. intervention plans, and
 - d. collaborating with appropriate staff to develop the PREP
6. Each secondary school must develop an intervention plan for any student who is not meeting proficiency levels on either district and/or state assessments or who accrues less than the necessary number of credits to proceed to the next grade level. Included in this plan should be:
 - a. district assessments
 - b. state assessments such as: SPA, GEPA and HSPA
 - c. previous intervention plans and/or PREPs

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Retention Appeal Process

Any parent/guardian who disagrees with the decision to promote/retain a student may appeal that decision through the following appeal process.

STEP 1

The parent/guardian may request a hearing before the principal. The principal, teacher (including bilingual, ESL or enrichment teacher, if applicable) and the parent/guardian are required to be present at the hearing. All parties involved receive written notification of the decision and a copy of the completed "Student Promotional Appeal Form," filed in the school office.

STEP 2

If the appeal is not resolved at the principal's level, the completed "Student Promotion Appeal form" (Exhibit 5) and pertinent documentation must be delivered to the appropriate Assistant Superintendent no later than the day following the school hearing.

A subsequent hearing will be scheduled with the Assistant Superintendent no later than ten (10) days from the date of the appeal. All parties involved will be informed of the hearing date.

At the conclusion of this hearing the Assistant Superintendent will render a final decision.

VI. Notification to Parent/Guardian/Community Awareness Session

The principal shall inform parents/guardians annually (during the first quarter of each school year) and hold community awareness sessions to publicize the district's promotion/intervention policy and administrative procedures.

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Forms/Exhibits

NOTICE OF PLANNED INTERVENTION

This is a prototype of the form to be used to notify **parents/guardians** of the date set by the **Pupil Resource Committee** to meet and develop an Intervention Plan.

The **administrator/designee** must keep a copy of the completed form in a central location.



The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 1

Please place all forms on school letterhead

NOTICE OF PLANNED INTERVENTION

DATE:

Dear _____

We wish to inform you that your child's performance in school this year indicates that the development of an intervention plan is necessary.

An appointment to discuss this has been arranged for you on _____

_____ at _____ at the school.

Yours truly,

Principal

Teacher

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PERSONAL REFOCUSING EDUCATIONAL PLANS (PREPs)

Each elementary school must develop a **PREP (Personal Refocusing Educational Plan)** for each retained student. The receiving teacher is responsible for:

- Reviewing the district assessments
- Reviewing the standardized test individual student profile
- Reviewing Intervention Plans
- Collaborating with the **Pupil Resource Committee** to develop the PREP

A record of the PREP and/or any intervention plans should be sent to the receiving high schools.



The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 2

Please place all forms on school letterhead

Please Check (✓) One:

PLANNED INTERVENTION _____

PREP _____

SCHOOL _____ PRINCIPAL _____

STUDENT _____ GRADE _____ DATE ____ / ____ / ____

TEACHER _____ SUBJECT/S _____

1. Detailed Intervention Plan* _____ **PREP**** _____

Parent Signature _____

Student Signature _____

Teacher Signature _____

Approved: _____

(Principal Signature)

Evaluation of Interventions/Recommendations

*See Exhibit #3



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EXHIBIT

File Code: 6146

EXHIBIT 3

LIST OF POSSIBLE INTERVENTIONS

- Academy of Reading
- Additional instructional time/class period
- After School Youth Development Program
- Alternative Programs
- Before, During and After school tutoring
- Bridge Program
- Child Study Team
- Extended school day/year
- Family Support Team
- Fast Forward
- Guidance services
- In-Class Supplemental Models
- Independent study
- Mentors
- Middle School Alternative Program
- Other researched models of instruction
- Overage Program for 9th graders
- Parent at home tutorial
- Peer Tutoring
- Pre-College Consortium
- Project Accel
- Pupil Resource/504 Committee Services
- Reading Recovery
- Renaissance Program
- Saturday Programs
- School Development Program
- School-Based Interventions

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EXHIBIT

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LIST OF POSSIBLE INTERVENTIONS- con't

- Small Group Instruction
- Summer Programs
- Talent Search
- Technology based programs
- Twilight Program
- Vacamas
- Voyager program
- Wilson Reading Interventions
- WSR Model additional services
- Other

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NOTICE OF RETENTION FORM

This is a prototype of the Notice of Retention Form which must be mailed to the parent/guardian. If the parent/guardian wishes to appeal this decision, an appointment must be arranged with the principal. The administrator/designee must keep a copy of the completed form in a central location.



The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 4

Please place all forms on school letterhead.

NOTICE OF RETENTION FORM

_____ SCHOOL

Date: _____

Dear _____

Please be informed that your child, _____ Room _____ Grade _____
(first) (last)

will **not be promoted in the** _____ **school year.** His/Her performance has not improved.

Notification of your child's progress was shared on _____

Your child is being retained for failing to demonstrate competencies this year in one or more of the following areas:

If you wish to appeal this decision, you may request a hearing with my office. Please call the school so that arrangements can be made for this hearing.

Sincerely,

Principal
c. Assistant Superintendent

School's Telephone Number



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STUDENT PROMOTION APPEAL FORM

This is a prototype of the **Student Promotion Appeal Form**. Any parent/guardian who disagrees with the decision to promote/retain a student may appeal that process. The parent guardian may request a hearing before the principal. A copy of the completed “**Student Promotion Appeal Form**” is filed in the school office.

If the appeal is not resolved at the principal’s level, the completed “**Student Promotion Appeal Form**” (**Exhibit 5**) and pertinent documentation must be delivered by **an administrator** to the **appropriate Assistant Superintendent** no later than the day following the school hearing.

A subsequent hearing will be scheduled with the **Assistant Superintendent no later than ten (10) days** from the date of the appeal. All parties will be informed of the date.

At the conclusion of this hearing the Assistant Superintendent will render a final decision.



The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 5

Please place all forms on school letterhead.

STUDENT PROMOTION APPEAL FORM

Name of Student: _____

School: _____

Present Grade: _____

Initiated By: _____

(Parent or Guardian's Name)

Date: _____

LEVEL I:

Reason: (documentation): _____

Principal's Decision:

Agree _____ Disagree _____

Reason: _____

Signature _____

(Principal)

Date _____



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The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 6

Please place all forms on school letterhead.

NEWARK PUBLIC SCHOOLS RESOLUTION TO APPEAL

Name of Student: _____

School: _____

Present Grade: _____

Initiated By: _____

(Parent or Guardian's Name)

Date: _____

LEVEL II:

Upheld _____

Denied _____

Reason: _____

(Assistant Superintendent)

Date _____



INTERVENTION/PREP ROSTER

School _____

Pupil Resource Committee (Permanent Members)
or
Family Support Team

Chairperson _____

Child Study Team Rep. _____

Guidance Counselor _____

Other _____

School Nurse _____

Student's Name	Grade	Initial Referral (Date)	Teacher Intervention Plan	Initial PRC Meeting (Date)	Intervention Plan (Dates)		Intervention Plan Review Meetings (Dates)				
					Approved	To Begin					
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											

To be kept on file at a central location.

All concerned parties providing Intervention or PREP 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 of the Pupil Resource Committee when reviewing the effectiveness of the plan.

Key

Intervention Plan/PREP Log

Monday	Tuesday	Wednesday	Thursday	Friday

Student: _____ School: _____ Principal: _____

Teacher: _____ Grade/Room: _____

Month of : _____ Year _____ Subject(s): _____

PROMOTION POLICY SEQUENCE CHART

Description	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	Apr.	May	June	July	Aug.
Establish a Pupil Resource Committee.	•											
Community Awareness Session is held during the first quarter of the school year.	•	•	•									
Prepare PREPs for students retained the previous year in grades 3 or 7.	•											
Review Intervention Plans currently in place.	•	•	•	•	•	•	•	•	•	•		
Students experiencing difficulty identified. Parents notified of scheduled meeting in writing.	•	•	•	•	•	•	•	•	•	•		
Pupilt Resource Committee meets and devises new Intervention Plans.		•	•	•	•	•	•	•	•	•		
Warning notices sent to parents/guardians		•			•		•		•			
Report card distribution/Parent Conferences				•		•			•	•		
Implementation of Plans begins within one week of development meeting.		•	•	•	•	•	•	•	•	•		
Review meeting scheduled two months after implementation.			•	•	•	•	•	•	•	•		
Student exited process or plan is reviewed and continued.			•	•	•	•	•	•	•	•		
Notice of Retention Form sent to parents/guardians.										•		
Retention conference is held with parents/guardians.										•		
Parents informed of Appeal procedure. Parents may appeal.										•		
Assistant Superintendent makes final decision to retain/promote following appeal hearing.										•		
Summer Enrichment Programs offered.											•	•



The Newark Public Schools
Newark, New Jersey 07102
POLICY

File Code: 6146

GRADUATION REQUIREMENTS

In order to graduate from a high school of the Newark Public Schools, and receive a State-endorsed diploma, a student must:

- A. Meet both state and District proficiency standards in reading, writing and mathematics; and achieve or exceed a passing grade on HSPA;
- B. Successfully complete the 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 course proficiencies approved by the State Board of Education;
- C. Select and complete successfully enough elective credits to meet the State minimum of 110 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 diploma.

The State District Superintendent 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 in reading, writing and mathematics. The State District Superintendent shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills

Pupils who have not passed the eighth-grade early-warning test shall be provided appropriate intervention to address deficiencies.

If despite required intervention efforts, a pupil fails to pass the HSPA, an Individual Student Improvement Plan (ISIP) shall be developed and implemented for him/her. A pupil who does not pass the HSPA, by the end of the 11th grade shall be evaluated according to provisions of the Administrative Code.

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The Newark Public Schools
Newark, New Jersey 07102
POLICY

File Code: 6146

GRADUATION REQUIREMENTS (Continued)

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 Students

A disabled student 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. An exemption from the HSPA shall be granted if the student's IEP does not include the proficiencies measured by the test.

By June 30 of a disabled student's last year in the elementary program, the student's case manager, parent/guardian and teacher(s) shall meet to review 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 IEP for the student 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..

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.

Proficiency

In consultation with appropriate professional staff, the State District Superintendent shall develop and present to the Advisory 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 proficiencies listed shall include but not be limited to those approved by the State Board of Education.

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 School District shall have copies of this policy distributed to all ninth-grade (or otherwise entering) pupils and their parents/guardians.

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The Newark Public Schools
Newark, New Jersey 07102
POLICY

File Code: 6146

GRADUATION REQUIREMENTS (Continued)

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 upon registration 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.

Reporting and Monitoring

The State District Superintendent shall include in the annual report to the Commissioner:

- A. The number of State-endorsed diplomas granted under regular provisions;
- B. The number of State-endorsed diplomas granted under special education provisions;
- C. The number of State-endorsed diplomas granted under basic skills alternate procedures;
- D. The number of diplomas denied under basic skills alternate procedures;
- E. The number of diplomas denied due to failure to attain locally established proficiencies and standards;
- F. Dropout statistics for students 16 years of age and older in grades 7–12 as per State Monitoring Standard.

This information shall be reported to the Advisory Board at a public meeting prior to the date prescribed by law.

The Advisory Board shall review this policy annually, and shall vote on it and the State District Superintendent shall adopt all regulations required by law.

Date Adopted by State District Superintendent: 9/4/98

Legal References:

<u>N.J.S.A.</u>	18A:4-25	Prescribing minimum courses to 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>et seq.</u>	
<u>N.J.S.A.</u>	18A:7C-2	Boards of education; establishment of standards
	Through -6	
<u>N.J.S.A.</u>	18A:35-1	Curriculum and Courses
	<u>et seq.</u>	
<u>N.J.S.A.</u>	18A:36-17	Credit of seniors in active military and naval service, etc.
<u>N.J.A.C.</u>	6:8-1.1	Words and phrases defined
<u>N.J.A.C.</u>	6:8A.5	Curriculum and instruction
<u>N.J.A.C.</u>	6:84.6	Pupil performance: skills and competencies
<u>N.J.A.C.</u>	6:8-6.2	Programs and services for pupils at risk



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The Newark Public Schools
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POLICY

File Code: 6146

GRADUATION REQUIREMENTS (Continued)

Legal References (continued)

<u>N.J.A.C.</u>	6:8-7.1	Promotion, remediation and graduation procedure
<u>N.J.A.C.</u>	6A:14-1.1 etseq.	Special education
<u>N.J.A.C.</u>	6:30-3.7	Graduation
<u>N.J.A.C.</u>	6:31-1.4(a)1	Programs for English proficiency
<u>N.J.A.C.</u>	6:39-1.3	Core course proficiencies assessment

New Jersey State Board of Education Resolution, March 3, 1984, strengthens graduation requirements for pupils with limited English proficiency.

Manual for the Evaluation of Local School Districts (June 1993)

Cross References:

1120	Advisory Board meetings
5113	Absences and excuses
5120	Assessment of individual needs
5127	Commencement activities
6000	Concepts and roles in instruction
6010	Goals and objectives
6140	Curriculum adoption
6141.4	Independent study
6142	Subject fields
6142.2	English as a second language; bilingual/bicultural
6142.6	Enrichment activities
6145	Extracurricular activities
6147	Standards of proficiency
6154	Homework/makeup work
6171.4	Special education
6200	Adult/community education

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The Newark Public Schools
Newark, New Jersey 07102
REGULATION

File Code: 6146

GRADUATION REQUIREMENTS

Purpose:

- To assure that secondary students accomplish the course mastery required to meet proficiency standards in reading, mathematics and writing (as measured by the HSPA).
- To ensure that all course requirements for the accumulation of 110 credits as established by the state and district are met (see Exhibit 1) as prerequisites for graduation.
- To provide procedures for reviewing student records during each year to assure proper course selections for movement from freshman through senior year.
- To establish procedures for reviewing student records in order to identify candidates for graduation and certify that each has met all state and district requirements for graduation.
- To set forth the requirements for graduation of special needs students.
- To ensure that secondary students participate in 40 hours of community service beginning with the graduating class of 2001, and 60 hours beginning with the graduating class of 2006.

Responsible Person(s):

State District Superintendent*
State District Deputy Superintendent
Assistant Superintendent, School Leadership Team 11*
Associate Superintendents
Principals
Chairperson, Office of Guidance (Secondary School)
Guidance Counselors
Child Study Team (as appropriate)

*Oversight and signatory responsibilities related to Student Review Assessment (SRA) process.

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The Newark Public Schools
Newark, New Jersey 07102
REGULATION

File Code: 6146

Procedures:

- I. During October/November, the Office of Guidance in each secondary school shall review the academic records of all students with "Junior" and/or "Senior" standing to develop a list of candidates for June and/or August graduation. The list shall include students who:
- A. will meet all the academic requirements for graduation upon successful completion of the courses scheduled for the year;
 - B. will meet all academic requirements for graduation upon successful completion of courses scheduled for summer school;
 - C. must pass one or more parts of the New Jersey State High School Proficiency Assessment (HSPA), but are otherwise eligible;
 - D. are classified "special needs," but according to the final review of the Individualized Educational Plan, have met the requirements for graduation.

Students in category "C" and their parents/guardians must receive written notification from the school prior to the October test that failure to meet the state HSPA requirement (passing the test or certified eligible through the Special Review Assessment [SRAJ process]) will make the student ineligible for graduation.

2. The guidance chairperson in each school shall:
- A. receive the lists of potential graduates from all guidance counselors and the child study team by September 30th;
 - B. submit a complete list of all potential candidates for graduation to the principal or his/her designee by October 30th;
 - C. review the academic record of any student who enters the school after the initial list has been given to the principal or his/her designee and, providing he/she meets the requirements stated above, add his/her name to the list of potential graduates.

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The Newark Public Schools
Newark, New Jersey 07102
REGULATION

File Code: 6146

- 3 The principal or his/her designee shall:
 - A. review the candidates for graduation list;
 - B. submit the candidates for graduation list to the assistant superintendent, School Leadership Team II by February 15th, together with a requisition for purchase of diplomas.

4. Students who are listed as candidates for graduation and have not met all the state HSPA requirements shall be notified of their graduation status as soon as a change in status occurs. Specifically, students and their parents/guardians, will be notified promptly when the school receives official state results from the:
 - A. administration of the Fall HSPA;
 - B. Special Review Assessment (SRA) submission;
 - C. administration of the spring HSPA.

5. The principal will review this list and submit it to the assistant superintendent of School Leadership Team II

Special Education Students

1. During October/November, the child study team in each secondary school shall:
 - A. review the academic records and Individualized Educational Plans (IEPs) for all special education students;
 - B. develop a list of special education candidates who meet all state and district requirement for graduation;
 - C. submit the candidates for graduation list to the guidance chairperson.

Special Education students may be exempt from all or part of the standard graduation requirements (see Exhibit 2).

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The Newark Public Schools
Newark, New Jersey 07102
REGULATION

File Code: 6146

2. The guidance chairperson in each school shall:
 - A. receive the lists of potential graduates from all counselors and the child study team by September 30th;
 - B. conduct a final review of the Individualized Educational Plan of special education students who have met the requirements for graduation;
 - C. submit a complete list of all potential candidates for graduation to the principal or his/her designee by October 30th;
 - D. review the academic records of any student who enters the school after the initial list has been given to the principal or his/her designee and, providing he/she meets the requirements stated above, add his/her name to the list of potential graduates.
3. The Office of Guidance, with the assistance of the child study team shall:
 - A. make a final review of the academic records of all potential candidates for graduation in June when all final grades are recorded;
 - B. submit, based on the final review, a list of actual candidates for graduation to the principal.
4. The principal will review this list and submit it to the assistant superintendent of School Leadership Team II.

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The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 1A

MINIMUM PROMOTION REQUIREMENTS
GRADUATING CLASS OF 2002 and 2003

To be eligible for sophomore status (10th grade) students must earn 25 credits in the freshman year (9th grade).
To be eligible for junior status (11th grade) students must have earned 50 credits during the previous two years.
To be eligible for senior status (12th grade) students must have earned 75 credits during the previous three years.

THE CREDIT SYSTEM AND MINIMUM GRADUATION REQUIREMENTS
EFFECTIVE WITH THE 1998-1999 GRADE NINE CLASS

Candidates for graduation must have earned a total of 110 credits and demonstrate proficiency in all applicable sections of HSPA or SRA process beginning with the graduating class of 2003 (effective with students entering grade nine 1999-2000).

Candidates for graduation must have completed 40 hours of community/school service.

To accumulate the 110 credits required to earn a diploma, students must successfully complete the following courses as required by the New Jersey State Department of Education and the Newark Public Schools.

STATE/NEWARK REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

<u>COURSE</u>	<u>NO. OF YEARS</u>	<u>NO. OF CREDITS</u>
English I, II, III, IV	4 years	20 credits
United States History	2 years	10 credits
World History	1 year	3 credits
Mathematics	3 years	15 credits
Science	2 years	10 credits
Physical Education/Health	4 years	20 credits
Fine Arts/Industrial/Practical	1 years	5 credits
Career Exploration	½ year	2.5 credits
Required Courses and Accumulated Credits		87.5 credits
Electives		22.5 credits
Total Credits		110 credits

Credits: Each full year course earns 5 credits, Each half year course earns 2.5 credits



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The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT IB

MINIMUM PROMOTION REQUIREMENTS
GRADUATING CLASS OF 2004

To be eligible for sophomore status (10th grade) students must earn 25 credits in the freshman year (9th grade).
To be eligible for junior status (11th grade) students must have earned 50 credits during the previous two years.
To be eligible for senior status (12th grade) students must have earned 75 credits during the previous three years.

THE CREDIT SYSTEM AND MINIMUM GRADUATION REQUIREMENTS
EFFECTIVE WITH THE 2000-2001 GRADE NINE CLASS

Candidates for graduation must have earned a total of 110 credits and demonstrate proficiency in all applicable sections of HSPA or SRA process.

Candidates for graduation must have completed 40 hours of community/school service.

To accumulate the 110 credits required to earn a diploma, students must successfully complete the following courses as required by the New Jersey State Department of Education and the Newark Public Schools.

STATE/NEWARK REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

<u>COURSE</u>	<u>NO. OF YEARS</u>	<u>NO. OF CREDITS</u>
English I, II, III, IV	4 years	20 credits
United States History	2 years	10 credits
World History	1 year	5 credits
Mathematics	3 years	15 credits
Science	3 years	15 credits
Physical Education/Health	4 years	20 credits
Fine Arts/Industrial/Practical	1 years	5 credits
Career Exploration	½ year	2.5 credits
Required Courses and Accumulated Credits		92.5 credits
Electives		17.5 credits
Total Credits		110 credits

Credits: Each full year course earns 5 credits, Each half year course earns 2.5 credits



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The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 1C

**MINIMUM PROMOTION REQUIREMENTS
BEGINNING WITH THE GRADUATING CLASS OF 2005**

To be eligible for sophomore status (10th grade) students must earn 25 credits in the freshman year (9th grade).
To be eligible for junior status (11th grade) students must have earned 50 credits during the previous two years.
To be eligible for senior status (12th grade) students must have earned 75 credits during the previous three years.

**THE CREDIT SYSTEM AND MINIMUM GRADUATION REQUIREMENTS
EFFECTIVE WITH THE 2001-2002 GRADE NINE CLASS**

Candidates for graduation must have earned a total of 110 credits and demonstrate proficiency in all applicable sections of HSPA or SRA process.

Candidates for graduation must have completed 40 hours of community/school service.

To accumulate the 110 credits required to earn a diploma, students must successfully complete the following courses as required by the New Jersey State Department of Education and the Newark Public Schools.

STATE/NEWARK REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

<u>COURSE</u>	<u>NO. OF YEARS</u>	<u>NO. OF CREDITS</u>
English I, II, III, IV	4 years	20 credits
United States History	2 years	10 credits
World History	1 year	5 credits
Mathematics	3 years	15 credits
Science	3 years	15 credits
Physical Education/Health	4 years	20 credits
Fine Arts/Industrial/Practical	2 years	10 credits
Career Exploration	½ year	2.5 credits
Required Courses and Accumulated Credits		97.5 credits
Electives		12.5 credits
Total Credits		110 credits

Credits: Each full year course earns 5 credits, Each half year course earns 2.5 credits

New Requirements: 60 hours of community service, effective with the graduating class of 2006.

Please note: For college admission, two years of a world language and one academic elective are required in addition to the above requirements.



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The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 2

GRADUATION REQUIREMENTS EXEMPTIONS- SPECIAL EDUCATION STUDENTS

1. Some or all of the graduation requirements may be waived for special education students providing:
 - A. there is a written rationale for each exemption.
 - B. alternatives are included in the IEP (attendance, portfolios, curriculum, proficiencies and/or credits)

Criteria for Exemption from the HSPA

- A. The IEP does not include the proficiencies measured by the HSPA

Procedures for Exempting a Student from the HSPA

- A. The IEP will decide if the student is to be exempted with written documentation supporting the exemption.
- B. The titles and names of all who participated in this review should be indicated on the first page of the skills array sheet.
- C. The student may be exempted from one or more of the subject areas on the HSPA.

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The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 2 (continuation)

- D. For each area exempted, other proficiencies will be established. For each area of exemption, additional goals and objectives must be stated.
- E. The exemption from the HSPA will be stated on the exemption section of the IEP.
- F. For students who are exempted from all or some of the HSPA, the graduation requirement section of the IEP should be attached to these documents:
- (1) Restatement of the exemption
 - (2) Rationale for the exemption
 - (3) List of alternate proficiencies
- G. The alternate proficiencies should show, if possible, a direct linkage between the exempted skills and/or curricula and the goals and objectives relating to those skills on the IEP. A one-to-one match is not required.
- H. If the student is not exempted and fails to pass all three sections of the HSPA or cannot meet the other state and local requirements by eleventh grade, he/she must participate in the S.R.A. (Special Review Assessment).

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The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 2 (continuation)

2. Special Review Assessment (S.R.A.) procedures for special education students should be:
 - A. conducted during the students' 12th grade;
 - B. managed by the S.R.A. committee **which consists of:**
 - (1) 3 special education classroom teachers;
 - (2) one member of the child study team who does not have direct responsibility for the student.
3. The S.R.A. evaluation should include, but not be limited to:
 - A. Performance on state tests.
 - B. Performance on locally selected tests (other standardized on non-standardized test).
 - C. Performance on course work.
 - D. Practical demonstrations of special skill mastery from in or out of school sources.
 - E. Formal interviews with parents/guardians.
 - F. Formal interviews with the teaching staff.
 - C. Guidance counselor and/or psychologist review as appropriate.
 - H. Visual, auditory and/or medical data, as appropriate.
 - I. Examination of credit and curriculum performance.
 - J. Examination of pupil proficiencies in other areas (those included in the goals and objectives in the IEP).

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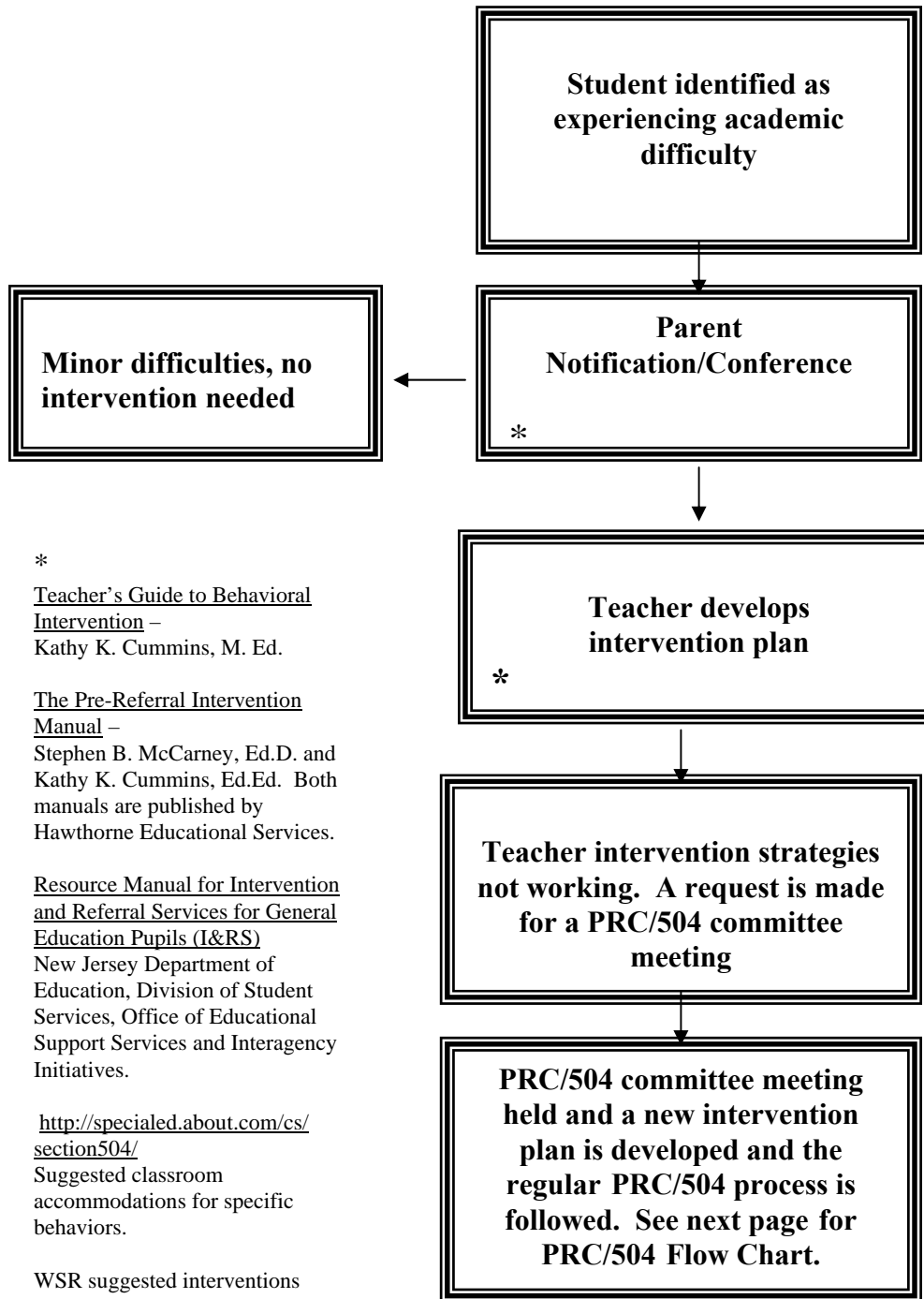
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Section III: Developing Intervention Plans/PREPs

This section contains:

- A STUDENT INTERVENTION FLOWCHART
- A description of the Pupil Resource Committee: the school team responsible for developing individual student Intervention Plans and PREPs (Personal Refocusing Educational Plans)
- PRC/504 Committee Intervention Process Chart
- A Five Step Plan that details the sequence of steps the Pupil Resource Committee (PRC) will follow when developing Intervention Plans/PREPs
- The Descriptions of Strategies For Possible Interventions/PREPs to be considered by each school
- A Procedural Checklist to be used as a reference by the Pupil Resource Committee and referring teachers while moving through the Intervention Plan/PREP process
- A Procedural Checklist to be used as Guidelines for retention in Grade 3 or Grade 7
- Promotion Policy Sequence Chart

**NEWARK PUBLIC SCHOOLS
PROMOTION POLICY
STUDENT INTERVENTION FLOWCHART**



*
Teacher's Guide to Behavioral Intervention –
Kathy K. Cummins, M. Ed.

The Pre-Referral Intervention Manual –
Stephen B. McCarney, Ed.D. and
Kathy K. Cummins, Ed.Ed. Both
manuals are published by
Hawthorne Educational Services.

Resource Manual for Intervention and Referral Services for General Education Pupils (I&RS)
New Jersey Department of
Education, Division of Student
Services, Office of Educational
Support Services and Interagency
Initiatives.

<http://specialed.about.com/cs/section504/>
Suggested classroom
accommodations for specific
behaviors.

WSR suggested interventions

For students in grades 3 and 7 who are going to be retained a PREP Plan is developed. For all other students, an Intervention Plan will be developed by the committee.

Pupil Resource Committee

The Pupil Resource Committee (PRC) may consist of:

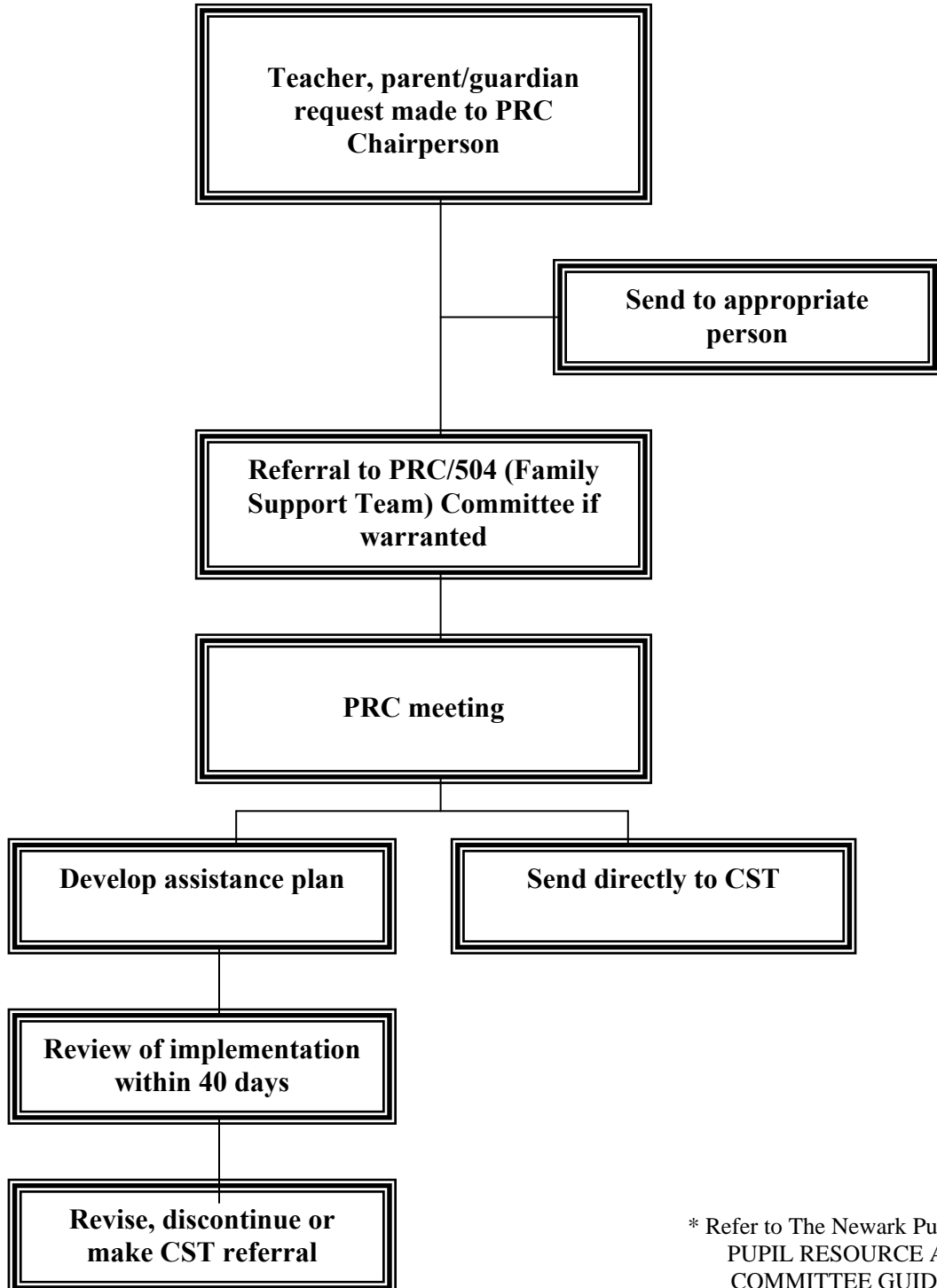
- Chairperson (Principal or designee with authority to implement decisions of the PRC)
- Guidance Counselor
- Whole school reform social worker, dropout prevention officers, health and social services coordinator
- School Nurse
- Classroom Teacher of child being considered
- Resource Personnel (Enrichment Teachers, Classroom Aides, others who work with the child)
- Parent of child being considered

The PRC has the responsibility to address each referral within two weeks of submission. If an intervention plan is deemed necessary, the committee will select the appropriate measures to be taken. Upon implementation, detailed records, including an Intervention/PREP Log will be maintained. It is the responsibility of the Chairperson to see that all documentation is secured in a central location.

A review meeting will take place two months from the date of implementation to monitor the child's progress and adjust the intervention plan. Subsequent review meetings will take place every two months.

If the child's progress is consistent over time, the Committee may decide to exit a child from the Intervention Process.

**NEWARK PUBLIC SCHOOLS
PROMOTION POLICY
PRC/504 COMMITTEE INTERVENTION PROCESS**



* Refer to The Newark Public Schools' PUPIL RESOURCE AND 504 COMMITTEE GUIDELINES

Five Step Plan for Developing Intervention Plan/PREPs

- I. Children experiencing difficulty are identified and names are submitted to Pupil Resource Committee. Tools for identification include:
 - Teacher Observation/Checklists
 - Assessments (Teacher-made Tests, District Exams, Standardized Test Scores)
 - Portfolio Work

-Planning meeting must be scheduled within two weeks of name submission.
-Notify parent(s) of process and invite to meeting. (Section II: Exhibit 1)

- II. Pupil Resource Committee Meets
 - Student's name entered on Intervention/PREP Roster. (See Section IV: Exhibits and Addendum)
 - Review of all pertinent information.
 - Intervention/PREP plan developed. Only those interventions relative to the WSR model and existing at the individual school site may be selected. Plan is recorded on appropriate forms (forms found in Section II, Exhibit 2).
 - Plan signed by Pupil Resource Committee Members, student, and parent(s).

- III. Implementation
 - Implementation begins within one week of development of plan.
 - Review meeting is scheduled two months after implementation date.

- IV. Review Meeting
 - All concerned staff and parent(s)/guardians will be present at the meeting.
 - All documentation is reviewed and discussed.
 - If plan appears successful, measures will be taken to maintain and monitor student progress.
 - If plan needs further refining, appropriate interventions will be added or replaced.
 - Record meeting on Intervention/PREP Roster. (Section II) Copies of the developed plan and Intervention/PREP Logs should be kept by both the classroom teacher and the Pupil Resource Committee.

- V. PREP (Personal Refocusing Educational Plan)
 - Students may be retained **only once**, either in Grade 3 **or** Grade 7.
 - Students identified for retention must have a PREP Plan developed by the Pupil Resource Committee, the current classroom teacher and the perspective teacher for the next school year (Section II: Exhibit 2).
 - Parent(s) must be notified in writing. (Section II: Exhibit 1).
 - Pupil Resource Committee schedules a meeting for all concerned parties to plan the PREP.
 - Parent(s) may appeal the decision to retain a student. (Section II: Exhibit 5)

DESCRIPTIONS OF STRATEGIES FOR POSSIBLE INTERVENTIONS/PREPS (AS AVAILABLE IN INDIVIDUAL SCHOOLS)

Alternative Programs/Schools

The Alternative Programs' instruction is consistent with NJ State Department of Education's approved Alternative Education curriculum, and aligned with the NJ Core Content Standards. In addition, the Newark Public Schools shall establish a process to assign credits based on the assessment of proficiencies for all curriculum areas and not time spent in program pursuant to NJAC 6:8-7. 1 (d) 1.ii. The Newark Public Schools further guarantees all students enrolled in the alternative programs shall demonstrate mastery through specified methods and instruments of assessment in all courses as a condition of passing courses.

Academy of Reading Program

The Academy of Reading program is a highly interactive educational software that is designed to increase reading comprehension and strengthen phonetic awareness and decoding skills.

Through the use of technology, this software acts like a personal reading tutor for those students having difficulty with reading. The program is administered to students after they are individually assessed. Data is collected and maintained by the software. The Academy of Reading software is usually scheduled before/after school and during summer school.

Before, During and After School Tutoring Programs

Designed to meet individual needs and accelerate learning, this encourages children to spend more time working in an academic environment, fosters small group or individualized instruction, and can extend the use of the instructional technology in the classroom.

Bridge Program

A comprehensive program designed to transition students from elementary education to high school. This program provides enrichment and leadership experiences designed to motivate and improve student self-esteem and academic expectations.

Extended School Day Programs

The Office of Extended School Day Programs is comprised of two major programs, the After-School Youth Development Program [(ASYDP) which is currently working as a joint venture with the city of Newark's Division of Recreation and Cultural Affairs], and the 21st Century Community Learning Centers. Both programs combined service approximately 10,000 students

through June. Two sessions operate daily at most sites: 3-6 p.m. service kindergarten through 8th grade students. The 6-9 p.m. session services 9th through 12th graders and the community. During the summer months the program becomes The Summer Youth Development Program/21st Century Community Learning Centers, and is in operation from July through August from 1:00 p.m. until 8:00 p.m.

Fast Forward

Fast Forward is a computer-based training system of programs that helps students of all ages and abilities improve language, reading and learning skills. Students train on the computer for 90-100 minutes a day targeting language and reading. Individual performance is monitored and tracked using Internet-based tools.

Guidance Services

Guidance counselors provide on-site intervention and support for individuals and in small group settings. Under direction, assists in planning, developing and implementing a program of guidance services to promote the growth and development of each individual student assigned. Counsels students regarding educational and career choices, personal and social concerns, and the formation of sound long-range plans. Consults with parents, school staff and community. The services of the Child Study Team members (psychologist, learning disabilities specialist, and school social worker) can be utilized.

In-Class Supplemental Model

A program where one specialist goes into the regular classroom for a scheduled period of time and works with the classroom teacher in planning and implementing the strategies, techniques, and methods to address the needs of all children. The specialist also works with students who require individual assistance and/or adaptations for class or homework assignments. Staff development, common planning time, scheduling and the best communication, cooperation and coordination among the classroom teacher and specialist determines the impact this instructional setting has on student performance. Key to the success is the assessing and matching of staff competencies and the amount of time students are engaged in specific subject areas with additional support.

Mentor

An adult from within the school or from the larger community establishes a relationship with a student. The mentor acts as a role model and may provide tutoring, counseling, or other services as appropriate. Mentors also encourage students to pursue higher education.

One-to- One Tutoring

Effective strategy for preventing failure especially in the grades. Immediate outcomes for all forms of tutoring are very positive, but the largest and longest-lasting effects have been found in programs that use teachers as tutors especially in the early years.

Overage Middle School Alternative Program

Provides 40 students in grades seven and eight with the opportunity to improve their academic performance and behavior. These students have been referred to the program because of persistent failure, behavior referrals, chronic absences, and negative self-concepts. Students range in age from 14-16 and are divided into two groups according to their level of progress towards meeting the state's core content standards. The program is located in West Kinney Alternative High School. The students will have the opportunity to work at his/her own pace and accelerate their move to ninth grade at West Kinney. Students may be placed in West Kinney's ninth grade when they have completed the eighth grade proficiencies and CCCS. The curriculum for the West Kinney Renaissance program is consistent with Newark Public School's curriculum and aligned with the NJ Core Content Standards. Service learning curriculum linked to community based projects will serve as the basis for delivery of the curriculum.

Parent At Home Tutorial

An individual plan developed by parent and Pupil Resource Committee. Plan is to be designed to provide meaningful experiences for parent and child and directional support on how to address specific skills. Parents learn how to become more involved in their child's success and are supplied with ideas, books and materials to provide additional support at home.

Peer Tutoring

Successful peer tutoring must include highly structured and carefully prescribed lessons; content based on the classroom curriculum and immediate teacher goals, a continuous program of moderate duration, and specific tutor training. Students receive extra help in specific subjects, as well as coaching in time management, study skills, note taking, homework and library use.

Pre College Consortium

The Consortium for Pre College Education in Newark is designed for those students interested in going to college; highly motivated in attending the program; and enrolled in a 7th, 8th or 9th grade in a Newark Public School. The Consortium provides: pre-college summer programs, pre-college academic year programs, career orientation activities, counseling activities, after-school and Saturday programs, recreational and cultural activities, pre-college clubs, and tutoring. Participating schools are: New Jersey Institute of Technology, Rutgers University Campus at Newark, University of Medicine and Dentistry of New Jersey.

Project Accel

The goal of the program is to enable previously retained students, who are now in grades 6 and 7, to eventually rejoin their peers at the appropriate grade level. This goal is obtained by an accelerated program of instruction which combines the curriculum of two grade levels in one school year. Students must successfully complete both grade levels. The child, parent, and teacher agree upon educational contracts which place responsibility for learning upon the student. Continued inclusion in the program depends upon honoring the contract. The program includes a lengthened school day.

Reading Recovery

Reading Recovery is a supplementary, individualized, short term, prevention program for the least able readers in first grade. This program is based on detailed observations of the individual child as a reader and writer, with particular attention to what that child can do. The Reading Recovery teacher and child work together daily for one half-hour in which the child is involved in organized reading and writing experiences designed to work out of these strengths. Reading Recovery reduces reading failure through early prevention and helps children become independent readers. Small in-class literacy groups should be used as a complementary part of the program.

Renaissance Program – Middle School Alternative Program

Provides 40 students in grades six through eight with the opportunity to improve their academic performance and behavior. These students have been referred to the program because of persistent failure, behavior referrals, chronic absences, and negative self-concepts. Students range in age from 11-15 and are divided into three groups according to their level of progress towards meeting the state's core content standards. Each SLT has one program. SLT I students are in Morton, SLT III students are in William H. Brown Academy, SLT IV students are in Gladys Hillman Jones and SLT V students are in Camden Middle. SLT II has a special program for over-age middle school students.

Summer Programs

The Summer Enrichment Program presents cross-curricular thematic units created to combine all the elements of language arts literacy and mathematics while exploring science and social studies topics. Children are challenged and stimulated as they engage in a hands-on approach encouraging construction of knowledge, oral and written communication, and posing and solving problems. The program includes field trips and collaboration with community resources such as: The Newark Museum, The Newark Library, The Greater Newark Conservancy, and The Newark Historical Society.

Talent Search Program

The Talent Search Program is an educational project that promotes enrichment activities. The Program offers preparation for the Grade Eight Proficiency Assessment Test, High School Proficiency Test/High School Proficiency Assessment Test and the Scholastic Assessment Test. The Program also offers college tours (in-state as well as out-of-state) and cultural trips. General college counseling, scholarship search and career assessment are available for all qualified students.

Technology Based Programs

Distributive Network Labs Three computers are placed in the three highest grade levels within the school and in the educational media center. All computers are networked to the computer lab allowing for data exchange throughout the building. Students are able to research various electronic media along with utilizing the Webs resources.

Waterford Labs Supplemental to regular kindergarten curriculum, this program uses computer hardware and software to provide literacy skills training to emergent readers. Parents are involved and supplied with video tapes/books to support the program.

Homework Hotline This program airs on Cablevision's channel 49 twice-weekly addressing Language Arts and Math homework questions. It is a live "phone in" program.

Twilight Program

The Twilight Program has been designed to meet the academic, social, and emotional needs of sixty (60) students who could not adapt to the traditional high school setting. The following criteria are used to determine eligibility repeated course failures, repeated suspensions, repeated behavioral referrals, chronic absence, high incidence of class cutting, and substance abuse. Students accepted into the program currently range from 14 through 20 years of age.

Barringer, Central, East Side, Malcolm X Shabazz, Weequahic and West Side Alternative Programs will utilize the high school after the close of the regular school day, which ends at 2:40 p.m. The faculty for the Twilight Program will begin their day at 1:00 p.m. For students enrolled in the Twilight Program, the school day begins at 3:00 p.m. and ends at 7:30 p.m. The students have access to all facilities at night. This permits the Newark Public Schools to effectively use the space more efficiently.

Vacamas

Vacamas Academy for Youth is a residential alternative program for 6th through 8th grades (5 days and 4 nights per week). The program provides students for whom an inner city classroom is not a conducive learning environment with the skills necessary to effectively adapt. Students are enrolled in the program for only as long as necessary to set the goals and achieve the educational and behavioral milestones which will allow them to return to their home school. An experiential educational approach is utilized and students work in small groups. The traditional school curriculum is translated into “hands-on” activities carried out in a rural learning environment. Students are motivated to explore new interests and develop appropriate educational, social, and life skills.

Voyager Program

The Voyager Program is designed to nurture innate curiosity and promote group dynamics for students in grades K-6. Each child’s self-confidence and leadership skills will be enhanced. This program emphasizes building students’ interests and achievements by: providing extensive opportunities for practice in speaking and writing, participating in authentic hands-on experiences, drawing on students’ diversity, and encouraging critical thinking and problem solving skills. Students participate in multidisciplinary integrated curricula which transforms core subject matter into exciting learning adventures. Students are motivated, learning complex concepts in a very positive, non-threatening environment.

Wilson Reading Program

The Wilson Reading System was designed for adults and students in Grades 5-12 who have had difficulty in learning to read. (It may be used with younger students.) It is an integrated system for teaching all aspects of decoding and encoding using a multi-sensory, synthetic approach to teaching reading and writing to students with language-based difficulties in written language. Sounds are taught and then used to decode phonetically controlled text: language structure is taught in a systematic, controlled way: there is constant review and repetition.

PROCEDURAL CHECKLIST
Referral Guidelines to PRC Committee

Sequence of Events	Timeline	Yes	No
1. Student experiencing difficulty identified by teacher.	Sept.		
2. Teacher develops and implements an intervention plan and notifies parent.	Oct.		
3. Intervention Plan either successful or further intervention required.	Nov.		
4. Referral to PRC Committee.			
5. Meeting of Pupil Resource Committee scheduled. Parent informed of meeting in writing.	Dec.		
6. Pupil Resource Committee meets, considers data, devises Intervention Plan.	Dec.		
7. Parent given written copy of plan.	Dec.		
8. Implementation begins. Documentation kept.	Dec.		
9. Review meeting scheduled two months after implementation. Effectiveness of plan evaluated.	March		
10. Student is exited from process or plan is continued.	April		
11. Parent notified in writing.	April		

Section IV: Intervention Plan/PREP Scenarios

This section provides different scenarios that are narrative accounts of how the Intervention Plan/Prep process unfolds for an individual student in each of these grade level bands:

- Primary (Grades K-2)
- Intermediate (Grades 3-5)
- Middle School (Grades 6-8)

In addition to narrative accounts the scenarios provide samples of the accompanying documentation that is a necessary part of the Intervention Plan/PREP process.

Primary Grades Scenario **A Plan for Xavier's Success**

When Xavier entered first grade, the kindergarten teacher approached Mr. Smith to discuss her concerns regarding Xavier. She brought up some reading issues, and indicated that although Xavier had grown during the previous year, there was still a gap when compared to his peers. Xavier's kindergarten assessment indicated that he was a candidate for enrichment services. Mr. Smith kept this in mind as he worked with his class during the first weeks of school. He observed that Xavier was able to recognize letters and sounds, but had a very limited sight vocabulary. In addition, his attention wandered during literacy instruction in both large and small groups. Mr. Smith initiated a buddy system and recommended enrollment in an after-school enrichment program and initiated a one-on-one tutorial with the help of the classroom aide. He also requested a parent conference. Mrs. Rivera, Xavier's mother, expressed concern during the conference, particularly since her son was one of the youngest in the class. She indicated she would be willing to help in any way. Mr. Smith suggested library visits, reading at night and on the weekends to improve reading skills. He proposed a list of books for suggested reading.

After several weeks with these efforts, Mr. Smith then spoke with Ms. Miller, the reading recovery teacher. Ms. Miller agreed that Xavier needed additional help. It was decided that a meeting of the **Pupil Resource/504 Committee** would be held to discuss a plan for Xavier.

Pupil Resource Committee Convenes

The meeting was held in November, and attended by the members of the Pupil Resource/504 Committee (Principal, Guidance Counselor, WSR Social Worker, Health and Social Services Coordinator,, School Nurse) as well as Mr. Smith, Ms. Miller, Mrs. Rivera, and Ms. Green. Following a sharing of concerns, it was decided that a specific intervention plan would be developed for Xavier. The selected interventions included: Reading Recovery (30 minutes per day), Peer Tutoring (30 minutes, twice weekly), After School Programs and continued Parent Tutorial (read aloud nightly). The parent, student, teacher, and principal signed the planned intervention form. The intervention will begin on November 10. An **Intervention/Prep Log** (calendar) will be maintained for forty days after which a second meeting will be held to determine the effectiveness of the plan.

February 1: Intervention Plan Reassessment Meeting

Following the implementation of the plan, the Pupil Resource/504 Committee met to review Xavier's progress. Mr. Smith reported that Xavier showed increased concentration and was able to function better during both small and large group instruction. He seemed to enjoy classroom literacy activities. Ms. Miller (Reading Recovery) stated that Xavier was progressing nicely, and expected him to exit the program on schedule. Mrs. Rivera was pleased with Xavier's growth and will continue to read to him nightly. It was decided that Xavier would continue his work with Ms. Green and his peer tutor to maintain support for his continued success. Mr. Smith will keep a careful eye on Xavier and will ask the committee to reconvene should the necessity arise. All records will be updated at the close of the intervention period, and copies will be kept by both the classroom teacher and the Pupil Resource/504 Committee. It will be recommended that Xavier attend his school's summer program to maintain his progress.



The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 2

Please place all forms on school letterhead

Please Check (✓) One:

PLANNED INTERVENTION X

PREP

SCHOOL Primary PRINCIPAL T. Cruz

STUDENT Xavier Rivera GRADE 1st DATE 9 / 30 / --

TEACHER B. Smith SUBJECT/S Reading

I. Detailed Intervention Plan* X PREP**

 Parent Conference

 Assigned Buddy

 Enrolled in After School Enrichment

 One-on-One Tutorial with classroom aid

 Parent to read at night with Xavier and library visit

 Reading list provided by teacher

Parent Signature Mrs. Rivera

Student Signature Xavier Rivrea

Teacher Signature B. Smith

Approved: T. Cruz

(Principal Signature)

Evaluation of Interventions/Recommendations

Further assistance is needed. Convene 504 Committee.



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Please Check (✓) One:

PLANNED INTERVENTION X PREP

SCHOOL Primary PRINCIPAL T. Cruz

STUDENT Xavier Rivera GRADE 1st DATE 11 / 1 /--

TEACHER B. Smith SUBJECT/S Reading

1. Detailed Intervention Plan* X PREP**

Mr. Smith recommended Xavier to PRC/504. PRC/504 recommendations (see 504 manual)

Reading Recovery 30 minutes per day. Peer tutoring 30 minutes twice weekly.

After School Programs Parent Tutorial to continue

PRC Committee to reconvene in 40 days to discuss Xavier's progress

To continue with Ms. Green Recommend summer school

New teacher in Fall to follow-up.

Parent Signature Mrs. Rivera

Student Signature Xavier Rivera

Teacher Signature B. Smith

Approved: T. Cruz

(Principal Signature)

Evaluation of Interventions/Recommendations

Follow up (interventions if necessary)



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Intermediate Grades Scenario A Plan for Latoya's Success

Latoya Williams is now a third grade student. **During first and second grade**, intervention plans were developed by her teachers to assist Latoya in the areas of language arts/literacy and mathematics. Latoya was not a fluent reader. She was competent in word calling strategies but lacked the ability to comprehend written material. In the area of mathematics, she had difficulty with identifying, writing and comparing numerals. In addition, she lacked the ability to use measurement and recognize number patterns. Early intervention strategies were implemented, and did not result in any significant academic progress. Intervention/PREP Logs were maintained, and the committee found there were **mitigating factors** which undermined the effectiveness of the plans. Latoya missed 14 days of school in grade 1, and 24 days of school in grade 2. In addition, Latoya missed many scheduled sessions of the After School Tutorial Program. Help was sought from the PRC Committee.

By the middle of second grade, the committee members took action and asked Mrs. Williams to come in to address the concerns. Mrs. Williams explained that the family had moved a total of 4 times over the last two years. In addition, at the beginning of grade 2, the family's apartment had been destroyed in a fire, causing even greater stress. Mrs. Williams stated that the family was now settled and felt that Latoya's attendance would show marked improvement. The Pupil Resource/504 Committee decided to continue Latoya's intervention plan, with the assurance of improved attendance given by Mrs. Williams. **The Whole School Reform Social Worker, Guidance Counselor, Attendance Officer and Health & Social Services Coordinator** would keep a close eye on the situation, offering needed support to Latoya and her family. In addition, Mrs. Johnson, the school aide who is assigned to Latoya's classroom, has agreed to function as a "**mentor**" for Latoya. Mrs. Johnson will provide personal attention to Latoya in school, providing encouragement and positive reinforcement.

Although Latoya was enrolled in the summer enrichment program, after completing grade 2 she did not attend. Upon entering grade 3, the Pupil Resource/504 Committee met with the new teacher and Latoya's mother to outline continuing intervention. By mid-year, Ms. Brown, Latoya's teacher, met with the committee. Although Latoya was making her best effort, she was still well below reasonable grade level expectations as indicated by the language arts literacy observation survey writing assessments and the mathematics midterm assessment. By the beginning of May, Mrs. Williams and the Pupil Resource Committee agreed that Latoya would be **retained** (Exhibit 4). It was again recommended that Latoya attend the summer enrichment program, which she did.

The following year a **PREP** plan was developed for Latoya. Latoya continued to receive extra instruction in Language Arts/Literacy and Mathematics. She attended the **Voyager Program**, (*School Based Program*) four days a week from 3:00 - 6:00. Mrs. Williams attended **parent tutorial training**, and was able to work with Latoya at home. **Latoya's attendance was good, and she made consistent progress.** Latoya was recommended for continued participation in after school activities and other intervention activities. (See list of interventions)



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Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 1

Please place all forms on school letterhead

NOTICE OF PLANNED INTERVENTION

DATE: September 20_____

Dear _____ Mr. & Mrs. Williams _____

We wish to inform you that your child's performance in school this year indicates that the development of an intervention plan is necessary.

An appointment to discuss this has been arranged for you on September 28

_____ at 10:00 a.m. at the school.

Yours truly,

T. Cruz
Principal

Z. Brown
Teacher



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EXHIBIT 2

Please place all forms on school letterhead

Please Check (✓) One:

PLANNED INTERVENTION X PREP

SCHOOL Intermediate PRINCIPAL T. Cruz

STUDENT Latoya Williams GRADE 3 DATE 9 / 1 / --

TEACHER Z. Brown SUBJECT/S All

1. Detailed Intervention Plan* X PREP**

Student to attend After School Youth Development Program

Parent at home tutorial

Daily guided reading using leveled texts

Reading and math tutoring (twice weekly)

Summer Enrichment Program

Parent Signature May Williams

Student Signature LaToya Williams

Teacher Signature Z. Brown

Approved: T. Cruz

(Principal Signature)

Evaluation of Interventions/Recommendations

Meet with PRC Committee to evaluate progress and adjust plan.



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Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 4

Please place all forms on school letterhead.

NOTICE OF RETENTION FORM

Newark Public Schools SCHOOL

Date: May

Dear Mr. & Mrs. Williams

Please be informed that your child, LaToya Williams Room 203 Grade 3
(first) (last)

will **not be promoted this year.** His/Her performance has not improved. Notification of your child's progress was shared in September and May at PRC meetings.

Your child is being retained for failing to demonstrate competencies this year in one or more of the following areas:

Failure to meet district benchmarks in Language Arts Literacy and Mathematics

Student performance was considerably below the benchmark level in both areas

If you wish to appeal this decision, you may request a hearing with my office. Please call the school so that arrangements can be made for this hearing.

Sincerely truly,

T. Cruz

Principal
c. Assistant Superintendent

School's Telephone Number



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Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 2

Please place all forms on school letterhead

Please Check (✓) One:

PLANNED INTERVENTION _____

PREP X

SCHOOL Intermediate PRINCIPAL T. Cruz

STUDENT Latoya Williams GRADE 3 DATE 6 / 1 / --

TEACHER Z. Brown SUBJECT/S All

1. Detailed Intervention Plan* _____ PREP** X

Attend Summer Enrichment Project

Extra instruction in Language Arts Literacy and Mathematics

Tutoring Sessions

Voyager Program (4 days a week 3:00-6:00 p.m.)

Parent Signature May Williams

Student Signature LaToya Williams

Teacher Signature Z. Brown

Approved: T. Cruz

(Principal Signature)

Evaluation of Interventions/Recommendations



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Middle Grades Scenario
A Plan for Rui's Success

Rui Silva had been an average student throughout grades K-6. There had been no need for an intervention plan in previous grades. **Now, in grade 7**, Rui is experiencing difficulty.

In late December, he broke his leg and sustained other injuries in an automobile accident. He received **home instruction** from January 15 through April 5, when he was able to return to school. Mr. Foster, Rui's homeroom and math teacher became aware that Rui had fallen behind in mathematics. He met with Rui's other teachers for input and suggestions in helping Rui. **The Social Studies and Science teachers** offered to take special note whenever math was integrated into their lessons to provide special assistance to Rui. **Mr. Foster tutored Rui** for a period of several weeks before approaching the Pupil Resource/504 Committee. The Committee met with Rui and his parents to form a plan to help Rui.

The following interventions were chosen:

- **Continued tutorial by Mr. Foster (one period a week)**
- **Peer tutoring with an eighth grade algebra student (twice a week)**
- **After School Tutorial Program which includes time in the Computer Lab to use a program tailored to Rui's needs**

Although Rui was able to respond to help before and during the school day, he was needed to help with the family business after school. He made progress, but **was not able to pass the seventh grade assessments**. In addition, he had a **very low score on the mathematics section of the SPA**. It appeared that Rui would be **retained**.

The Pupil Resource/504 Committee met again with the family in May, **to discuss retention**. The Silvas were very concerned, stating that they did not want Rui to suffer the stigma of retention. Upon further discussion, the Pupil Resource/504 Committee offered The **Project Accel Program** as a way to help Rui review, while moving him ahead toward eighth grade content. Mr. and Mrs. Silva agreed. Other interventions would be continued, as well. The Silvas also agreed that Rui's help in the family business would be restricted to weekends.



The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 2

Please place all forms on school letterhead

Please Check (✓) One:

PLANNED INTERVENTION X PREP

SCHOOL Upper PRINCIPAL T. Cruz

STUDENT Rui Silva GRADE 7 DATE 4 / / --

TEACHER Mr. Foster SUBJECT/S

1. Detailed Intervention Plan* X PREP**

Science and Social Studies teachers to assist with math integrations in their lesson. Mr. Foster
will tutor student.

Parent Signature Mr. Silva

Student Signature Rui Silva

Teacher Signature T. Foster

Approved: T. Cruz
(Principal Signature)

Evaluation of Interventions/Recommendations

Recommended to PRC/504 Committee

*See Exhibit #3



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The Newark Public Schools
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EXHIBIT

File Code: 6146

EXHIBIT 2

Please place all forms on school letterhead

Please Check (✓) One:

PLANNED INTERVENTION X

PREP

SCHOOL Upper PRINCIPAL T. Cruz

STUDENT Rui Silva GRADE 7th DATE May

TEACHER Mr. Foster SUBJECT/S Math

1. Detailed Intervention Plan* X PREP**

504/PRC recommendations:

Continue tutorial by Mr. Foster (one period per week)

Peer tutoring twice a week

After school tutorial to include time in the computer lab

Parent Signature Mr. Silva

Student Signature Rui Silva

Teacher Signature T. Foster

Approved: T. Cruz

(Principal Signature)

Evaluation of Interventions/Recommendations

Recommended for retention and enrollment in Project Accel.

- See Exhibit #3



NJSA SCHOOL POLICY SERVICE

New Jersey School Board Association, P.O. Box 902, New Jersey 08605

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The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 4

Please place all forms on school letterhead.

NOTICE OF RETENTION FORM

Middle Newark Public Schools SCHOOL

Date: May, 200-

Dear Mr. & Mrs. Silva

Please be informed that your child, Rui Silva Room 302 Grade 7
(first) (last)

will **not be promoted in the** _____ **school year.** His/Her performance has not improved.

Notification of your child's progress was shared in December and April

Your child is being retained for failing to demonstrate competencies this year in one or more of the following areas:

Unable to show mastery in grade 7 assessments

Below grade level in Mathematics on SPA

We recommend enrollment in Project Accel.

If you wish to appeal this decision, you may request a hearing with my office. Please call the school so that arrangements can be made for this hearing.

Sincerely truly,

T. Cruz

Principal
c: Assistant Superintendent

School's Telephone Number



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The Newark Public Schools
Newark, New Jersey 07102

EXHIBIT

File Code: 6146

EXHIBIT 2

Please place all forms on school letterhead

Please Check (✓) One:

PLANNED INTERVENTION X PREP

SCHOOL Upper PRINCIPAL T. Cruz

STUDENT Rui Silva GRADE 7 DATE 6 / /

TEACHER Mr. Foster SUBJECT/S

1. Detailed Intervention Plan* X PREP**

Rui was retained and recommended for Project Accel. If he is successful, he will have the opportunity to make up 2 years in one and catch up with his age appropriate peers. If he is not successful he will remain in Project Accel for two years or may be returned to regular 8th grade class.

Parent Signature Mr. Silva

Student Signature Rui Silva

Teacher Signature T. Foster

Approved: T. Cruz

(Principal Signature)

Evaluation of Interventions/Recommendations

Recommended to PRC/504 Committee

*See Exhibit #3



NJSA SCHOOL POLICY SERVICE

New Jersey School Board Association, P.O. Box 902, New Jersey 08605

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INTERVENTION/PREP ROSTER

School _____

Pupil Resource Committee (Permanent Members)

Chairperson _____

Child Study Team Rep. _____

Guidance Counselor _____

Other _____

School Nurse _____

Student's Name	Grade	Initial Referral (Date)	Teacher Intervention Plan	Initial PRC Meeting (Date)	Intervention Plan (Dates)		Intervention Plan Review Meetings (Dates)				
					Approved	To Begin					
1. Rivera, Xavier	1	Sept. 28	Sept. 30	Nov. 1	Nov.	Nov. 1	Feb				
2. Williams, Latoya	3	Ongoing	Sept. 1	Sept. 28	Sept. 28	Oct. 1		Feb. 1	April 1	June 1	
3. Silva, Rui	7	April 12	April 15	May 1	May 1	May 1	May 20				
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											

To be kept on file at a central location