

Policy

PROMOTION FROM EIGHTH GRADE

Promotion from the Franklin Lakes Public schools indicates that a student has satisfactorily completed the prescribed course of study, aligned with the New Jersey Student Learning Standards. In order to be promoted from eighth grade, a student must:

Completed successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the state board of education

- A. Meet proficiency standards aligned with the NJSLs, and any other requirements stated in administrative code, unless those of the district are greater, in which case, the district's standard must be met. The required proficiencies must include the NJSLs approved by the state Board of Education;
- B. Complete the course of study in grades one through eight and satisfactorily perform and achieve in all subject areas at the eighth grade level;
- C. Complete the course of study as outlined in the IEP, if a student has been classified as a student with disabilities.

Transfer pupils must meet all state and local requirements in order to be promoted.

Parents will be notified that their child has not met the requirements for graduation no later than April 30 of the current school year. The Board reserves the right to prevent any student from participating in promotions ceremonies in accordance with policy 5127 Promotion Activities.

The eligibility for promotion of students who fail to meet requirements shall be determined by a committee. When a student is deemed ineligible for promotion by the committee, he or she will be retained in the eighth grade in an appropriate program recommended by the committee.

The committee will consist of the school principal, the chief guidance counselor, a classroom teacher and a member of the CST. The committee shall meet and consult with the child and his/her parent(s) or legal guardian(s).

Decisions of the committee may be appealed to the Chief School Administrator and ultimately to the Board of Education.

The Chief School Administrator shall put into effect the procedures necessary to assess each student upon entry into the system, and, annually thereafter, to identify those students not meeting the state or district proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Remediation and Basic Skills

Pupils who do not pass the New Jersey Department of Education approved statewide proficiency assessment, the elementary assessment component for grades three through five and the middle school components for grades six through eight shall be provided appropriate remediation.

PROMOTION FORM EIGHTH GRADE(continued)

Pupils with Limited English Proficiency

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the chief school administrator.

A pupil who qualifies may take an alternate proficiency assessment approved by the New Jersey Department of Education, if alternate requirements for graduation have been specified in his/her IEP.

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including HSPA the Department of Education approved statewide high school proficiency assessment, along with the rationale for the exemptions. The exemptions must be approved in writing by the chief school administrator.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

Proficiency

In consultation with appropriate professional staff, the chief school administrator shall develop and present to the board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school.

The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with sending elementary districts.

In accordance with law, the board of education shall have copies of this policy distributed to all ninth-grade (or otherwise entering pupils) and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to pupils upon registering for the course.

The yearly program of studies for each pupil in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old pupils.

Adopted: June 5, 2001
NJSBA Review/Update: September 2009; March 2017
Readopted:

PROMOTION FORM EIGHTH GRADE(continued)Key Words

Eighth grade promotion, Early Warning Test, Promotion, Promotion Requirements

Legal References:	<u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:7C-1	Commissioner of education to develop a program of standards and guidelines
	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:7C-4.1	Operation Recognition; purpose; eligibility; application procedure
	<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
	<u>N.J.S.A.</u> 18A:7F-4	Periodic review of curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per student
	<u>N.J.S.A.</u> 18A:7F-29	Academic achievement reward program
	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:36-17	Credit of seniors in active military and naval service, etc.
	<u>N.J.A.C.</u> 6:30-3.7	Graduation
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-1.2,-2.1,-3.1,-3.3,-4.1, -4.2, -4.3, -5.1, -5.2	
	<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
	<u>N.J.A.C.</u> 6A:14-4.12	Graduation
	<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
	<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions
	<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
	<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Student Behavior
	<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Services

The Department of Education Website, <http://www.nj.gov/njded/assessment/>
(Lists the state assessment components)

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

Possible

<u>Cross References:</u>	*1120	Board of education meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5127	Promotion activities
	6000	Concepts and roles in instruction

PROMOTION FORM EIGHTH GRADE(continued)

- *6010 Goals and objectives
- *6122 Articulation
- *6140 Curriculum adoption
- 6141.4 Independent study
- *6142 Subject fields
- *6142.2 English as a second language; bilingual/bicultural
- *6142.6 Basic skills
- *6145 Extracurricular activities
- *6147 Standards of proficiency
- *6154 Homework/makeup work
- *6171.4 Special education
- *6200 Adult/community education

*Indicates policy is included in the Critical Policy Reference Manual