

Policy

STANDARDS OF PROFICIENCY

The superintendent, in consultation with administration and teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses and programs offered by the district. The criteria, indicators and standards must be related to district goals and objectives. Parents/guardians shall be notified in a timely manner whenever their child appears in danger of failing to meet required proficiency levels, as described in the Grading and Reporting board policy. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to those New Jersey Student Learning Standards identified by the State Department of Education and shall form the basis for the district's grading system. The specific indicators of achievement and standards of proficiency developed for all courses and programs accepted for credit toward high school graduation shall be given to pupils and parents/guardians, in writing, at the time the pupil registers for the course.

By the date required by law, the superintendent shall annually report to the board and the community at a regularly scheduled meeting an evaluation of pupil achievement toward meeting district and school goals and objectives.

The superintendent shall consider additional factors contributing to student achievement such as indicators of student and educator engagement, school climate and/or safety. The superintendent may consult with the appropriate staff member(s) in the development and assessment of indicators of engagement, school climate and/or safety, such as teaching staff, the affirmative action officer, and the anti-bullying coordinator and/or specialist.

The board shall administer the applicable Statewide assessments as prescribed by the New Jersey Department of education. The Statewide assessments shall be administered according to a schedule prescribed by the Commissioner.

All district high school English language learners (ELLs) shall satisfy both state and district requirements for graduation, except that any English language learners may demonstrate attainment of State minimum levels of proficiency through passage of appropriate state-identified assessment tools, including any alternative assessments identified by the New Jersey Department of Education.

Through the individualized education program (IEP) process the board may specify alternative requirements for a state-endorsed diploma for individual students with disabilities.

Low student achievement shall be regarded by the board as an indication that revisions are needed in

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educational programming, general strategy, staff resource use, staff evaluation, and/or other aspects of the learning program.

First Reading: September 26, 2016
 Second Reading: November 3, 2016
 Adopted: November 3, 2016

Legal References: N.J.S.A. 18A:7C-1 Commissioner of Education to develop a program of standards and guidelines
N.J.S.A. 18A:7C-2 Establishment of standards for graduation from secondary schools for graduation from secondary schools
N.J.S.A. 18A:7E-2 through -5 School report card program
N.J.S.A. 18A:7F-46 Review, update of the Core Curriculum Content Standards; Educational Adequacy Report
N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
 See particularly:
N.J.A.C. 6A:8-1.1, -1.3, -2.1, -4.1, -4.4, -5.1
N.J.A.C. 6A:14-4.10, 11 Statewide assessment
N.J.A.C. 6A:15-1.1 et seq. Bilingual Education
 See particularly:
N.J.A.C. 6A:15-1.11
N.J.A.C. 6A:23A-9.5 Commissioner to ensure achievement of the Core Curriculum Content Standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 et seq. Student Behavior
Abbott v. Burke, 149 N.J. 145 (1997) (Abbott IV)
Abbott v. Burke, 153 N.J. 480 (1998) (Abbott V)
Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)
Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

STANDARDS OF PROFICIENCY (continued)

<u>Cross References:</u>	*1120	Board of education meetings
	*5113	Attendance, absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Pupil records
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1
	*6300	Evaluation of the instructional program

*Indicates policy is included in the Critical Policy Reference Manual.