

5460 PROMOTION REQUIREMENTS

In order to be successfully complete the eighth grade from the Watchung Borough Schools, a student must:

- A. Meet both State and district proficiency standards in the Core Curriculum Content areas;
- B. Complete successfully any course requirements stated in the administrative code and this district where the requirements are greater. The proficiencies required must include the Core Curriculum Content Standards approved by the State Board of Education.

Successful completion means that the student 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.

Promotion from the eighth grade implies that students have satisfactorily completed the prescribed courses of studies and achieved proficiency in the Core Curriculum Content Standards for their grade. Students being promoted from eighth grade will have satisfactorily passed all local and State administered assessments. In addition, students shall have maintained a satisfactory record of citizenship during their progression through the instructional program of the schools.

The faculty will establish their detailed requirements to agree with State and local goals as adopted by the Board of Education. It is expected that the faculty will apply measures of achievement to show that each student has attained the core curriculum content standards and other local goals to warrant eighth grade promotion according to the terms of the preceding paragraph.

Transfer students must meet all State and local requirements in order to successfully complete eighth grade.

The Superintendent 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 or she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Students with Limited English Proficiency

Students with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular State and district requirements.



Special Education Students

By June 30 of a disabled student's last year in the elementary program, the student's case manager, parent or guardian and teacher(s) shall meet to review the instructional guide and basic plan of the student'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 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. The exemptions must be approved in writing by the Superintendent.

Proficiency

In consultation with appropriate professional staff, the Superintendent 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 school program.

The subject matter and standards of proficiency in the middle school program shall be articulated with the district's elementary school program.

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.

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

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

N.J.A.C. 6A:8-1 et seq.; 6A:8-5.1; 6A:8-5.2; 6A:14-4.11 et seq.

Adopted: 19 October 2016

