JOSIAH BARTLETT ELEMENTARY SCHOOL
PUPIL PROGRESSION PLAN

ENTRY AND ATTENDANCE REQUIREMENT

Initial Entry

Students entering a Bartlett school for the first time must present the following at time of registration:

1. a valid birth certificate or other documentation of date of birth
2. certification of physical examination
3. a certificate of immunization
4. proof of residence
5. a Social Security number (whenever possible)
6. signed release of records for all previous schools

HEALTH REQUIREMENTS

Immunization

All new students seeking entrance into public schools in Bartlett are required by law (N.H. RSA # 141-C:20-a) and School Board policy to present, at the time of entry, valid documentation that they have received immunizations against communicable diseases as required by the Department of Health and Human Services Division of Public Health or provide a Certificate of Medical Exemption (temporary or permanent) based on medical reasons or religious tenets.

The required immunizations and minimum dosages are:

4 or 5-DPT (diphtheria, pertussis, tetanus)
The fourth or fifth dose must be administered on or after child's fourth birthday.

3-Polio (OPV)
The third dose must be administered after the child's fourth birthday.

2-MMR (measles/rubeola, mumps, rubella-combined or singularly)

HEPATITIS B Vaccine
Children born after 1/1/93 – Three doses given at acceptable intervals.

VARICELLA Vaccine

Appropriate vaccine given for age according to the NH Dept. of Health & Human Services Immunization Guidelines.

Documentation of Immunization - Use Bartlett Student Health Form or form provided by private physicians.

Documentation of Medical Exemption - A physician's letter is acceptable.

Documentation of Religious Exemption - see RSA 141-C:20-c
Forms are available through the Department of Health and Human Services Immunization Program. Forms are not available through private physicians.

HEALTH EXAMINATIONS

A health examination must be presented by the following students at the time of initial entry into a Bartlett school:

1. all kindergarten students
2. all new students entering the District

The health examination must have been performed within 12 months prior to the date of entry into school by a licensed, practicing physician [M.D., DO, Doctor of Chiropractic or an Advanced Registered Nurse Practitioner (ARNP)].

Students who were previously enrolled in a public or private school in the State, withdrew, and are currently seeking entry into a Bartlett school, may satisfy the health examination requirement with the results from the previous school record.

KINDERGARTEN AGE ENTRY

Students entering kindergarten must attain the age of 5 on or before September 30 of the school year for which entry is sought.

TRANSITION/FIRST GRADE ENTRY

Students entering first grade must attain the age of 6 on or before September 30 of the school year for which entry is sought or have successfully completed an approved kindergarten program.

New Hampshire law requires all students who reach age six on or before September 30 MUST be enrolled in school.

PLACEMENT OF TRANSFER STUDENTS

Dates for the legal public school minimum entry age by state and District (provided by the NH Department of Education) should be used in accepting kindergarten, transition, and first grade transfer students according to New Hampshire law. Students who transfer from any other public school in the United States are placed in comparable classes, and all records from the previous school are accepted.

A principal places a student who transfers from a school outside Bartlett with inadequate or incomplete records based upon the information available, including any or all the following:

1. student age
2. a review of all existing school records or credit transcripts

3. a review of the previous educational program including, but not limited to, time spent in program and curriculum requirements of the program.
4. a test on grade level or individual subject area objectives, to be determined by the principal.
5. an interview of the student and/or parents by the principal or designee
6. classroom performance during a probationary period to be established by the principal

The student's parent or legal guardian may appeal the principal's placement decision in writing to the Superintendent or designee within 30 days of the principal's decision. The Superintendent shall affirm or reverse the principal's decision in writing.

ATTENDANCE REQUIREMENTS

School attendance is the direct responsibility of parent and students. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

Each school's student handbook shall outline the attendance procedures for that school. All school procedures shall conform to the following District-wide directives:

1. Notes or telephone calls may be required before or after an absence. It is the responsibility of the student to make up work missed because of absences.

2. Parents may request a tutor for an illness predicted to exceed fifteen (15) consecutive school days. A Doctor's statement will be required.

3. Excessive absenteeism and/or tardiness shall be addressed. The Superintendent of Schools will be notified of continued and excessive absenteeism and/or tardiness. Appropriate action will be taken to help remedy the situation. The principal may initiate a review of progress for any student showing excessive absenteeism.

4. Each student shall be provided with an **EMERGENCY INFORMATION CARD** at the beginning of each school year that is to be completed, signed, and returned by the parent/guardian. It is the responsibility of the parent to keep the school informed of a current address and telephone number at all times, and to notify the school promptly of any changes in address or emergency procedures.

STUDENT WITHDRAWALS PRIOR TO THE END OF THE YEAR

Students who leave school prior to the last two weeks of the year will not be promoted unless they enroll in another school and complete the grade level requirements.

Students who are required to leave school during the last two weeks of the year must show evidence that the withdrawal is mandatory and must successfully complete class work assigned by the school. Principals are authorized to make appropriate arrangements for the administration of any tests as appropriate.

Principals may waive this requirement when unusual and extenuating circumstances require it, and only when written approval is given prior to the student leaving school.

Students who fail to enroll in a new school in a timely manner will be reported to the proper

authorities as truant after a two-week period.

PROGRAM DESCRIPTION

The major educational program emphasis is to enable students to make maximum use of their educational opportunities and to function effectively by helping them gain command, to the best of their abilities, of the following processes and skills:

1. the process of communicating through oral and written language, reading and listening, use of numbers, and the media of the arts

2. the processes involved in rational thinking and learning, building concepts, seeing relationships, generalizing, making application, and solving problems

3. the ability to access, interact, and use information from multiple library/media formats that include print and non-print materials

4. the process of approaching problems and situations with an open mind as well as the ability to examine alternatives and explore creative solutions

5. an understanding of the family, social relationships, and the social structure of the communities in which students live

6. the processes involved in developing an awareness, understanding, and appreciation for the many cultures with the nation and world

7. the school will emphasize the development of good citizenship in all students. The school community will model citizenship and provide opportunities for students to be active participants in their school

Instructional decision regarding specific goals, materials, and experiences must be made in keeping with the individual differences inherent in each student. Time and resources must be utilized so that these individual differences become assets for individual growth.

The elementary school, through its planned curriculum, provides the students with the foundation that enables them to function as competent, productive individuals as they build upon their school experiences and mature toward becoming fully functioning adults.

The elementary schools have moved steadily in a direction of integrated studies; rich in context, interest, and meaning for students. Although weekly time allowances are indicated, the truly integrated curriculum provides frequent connections and overlap of developing concepts and skills. The following program emphases are provided at indicated grade levels.

SUBJECT	GRADE	DESCRIPTION
Language Arts	K-3	emphasis upon oral language development, listening skills, recognition techniques, context clues, reading comprehension skills, writing process and handwriting.

	4-6	emphasis continued with skill development in reading, writing process (including spelling, grammar and mechanics), speaking (including grammatical usage), listening, development of vocabulary, and more advanced communication skills through content area reading.
Mathematics	K-3	emphasis upon number concepts, patterns and sequence, tables, charts and graphs, whole number operations, fractions, problem solving, geometry, patterns, estimation, probability, communicating mathematically and units of time, money, and measurement.
	4-6	emphasis continued with more complex skills in geometry, problem solving, fractions, decimals, percent, measurement, whole number operations patterns, estimation, probability and communicating mathematically
Social	K-3	emphasis upon the individual and how the individual lives within the family, school, and community; beginning map and globe skills and current events
	4	emphasis on New Hampshire history and government and current events
	5	emphasis upon American history, geography, and government from the explorers to the Civil War. Current events are also focused upon.
	6	World Cultures
Science & Health	K-3	emphasis upon environment, nutrition, energy, conservation, substance abuse prevention and safety
	4-8	fundamental emphasis on underlying concepts, in physical, biological, and earth sciences. Scientific process and ethics are further developed as well as specific areas of environment, body systems, and

healthy living.

MIDDLE SCHOOL ACADEMIC PROGRAM DESCRIPTION

Grade 7	Grade 8
Language Arts	Language Arts
7th grade Math or pre-Algebra	8th grade Math or pre-Algebra or Algebra
Life Science	Earth Science
World Geography	US History
Reading/Writing	Reading/Writing
French	French

Students also have the opportunity to participate in the Band and/or Chorus.

SUBJECT	GRADE	DESCRIPTION
Art	K-8	emphasis upon the introduction of various media, technique, and history in art, with the focus on expressing creativity in a variety of ways
Music	K-8	emphasis upon instruction which develops Children's sensitivity to music as an expression of self and culture. Musical experiences shall include listening, creating, and performing
Physical Education	K-8	emphasis upon developing hand-eye coordination; gross/fine motor skills; individual and group sports and games; physical fitness, and overall personal health practices

PROMOTION REQUIREMENTS

1. The student will satisfactorily complete the academic requirements as identified in the curriculum guides of the district or in the student's IEP if the student is coded as educationally handicapped. Students who fail to make satisfactory progress, as reported by failing grades on their reports cards in the areas of reading and/or math, will be retained. Failure in other academic areas will also be considered grounds for retention.

2. Students who show significant delay in their developmental progress will be retained if the delays are not attributable to an underlying condition.

WAIVER OF PROMOTION REQUIREMENTS

The principal may waive the promotion requirements for a student when any one of the following conditions apply; no state law, however, may be waived.

1. Physical Maturity - A student who is two or more years older than normal for a grade level or whose physical size greatly exceeds the norm for the grade

2. Previous Retentions - A student who has been retained in kindergarten through grade six

3. Late Transfer - A student entering Bartlett during the fourth marking period having transferred with passing grades from the previous school

4. Attendance - A student with medical problems of a unique nature that cause extended absences

5. Special Programs - A student with an individual educational plan that contra-indicates retention

PARENT/GUARDIAN - WRITTEN NOTIFICATION REQUIREMENTS

1. Schools will notify parent(s) or guardian(s) of pupil progression requirements within the first two months of school by including them in the Parent/Student Handbook or by other written means.

UNIFORM MARKING SYSTEM

Frequency of Grade Reports

All Bartlett schools shall be on a nine-week grade reporting schedule.

Kindergarten - Grade 2 - Students receive report cards for the second and fourth marking periods. Documented parent conferences are held the first and third marking periods.

Grades 3 - 8 - Report cards are issued all four marking periods. There are progress reports given to all students midway through each marking period. In grades 7 and 8 there will be two student led portfolio meetings.

MID-TERM PROGRESS REPORTS

Within each nine-week period, teachers shall provide a progress report listing areas requiring improvement for each student who is experiencing difficulty or performing below expectations. This report shall be issued during the middle week of the marking period or any time thereafter when a student's performance falls below expectations.

GENERAL RULES OF MARKING

1. Grades shall be based on the quality of work done in achieving the objectives of the program to which the student is assigned. A student's regular attendance, daily

preparation, and promptness in completing assignments must be consistent and congruent with these grades.

2. Students' grades shall be based on a combination of teacher observation, test grades, home assignments, and class work and not on a single project. There shall be sufficient grades recorded in each teacher's records to justify the grade recorded as the quarterly grade.

3. Each elementary school shall develop and implement guidelines for homework.

   Homework is assigned to:

   > increase speed, mastery, or maintenance of skills; increase each student's involvement with learning; foster personal development; establish and maintain communications between parents and children; inform parents and get them involved in school activities.

   Homework serves a valid purpose when it:

   > provides essential practice in needed skills; train students to good work habits; affords opportunities for increasing self-direction; enriches and brings students into contact with out-of-school learning, resources, and experiences; promotes growth in responsibility.

   Homework should be consistent in terms of the amount given each day and the time required for its completion. The grade level of the class and the ability of the students should be considered when assigning homework.

   Homework should not require the use of reference materials not readily available in most homes, school libraries, or public libraries.

   Homework is not to be used as a form of punishment under any circumstances.

4. Students receiving an "Incomplete" for a marking period must make up all work within a designated period of time as determined by the teacher. Failure to do so may result in a failing grade.

DESCRIPTION AND DEFINITION OF GRADES

Kindergarten - Grade 2

Marking Code

C= Consistently (regularly demonstrates learned concept or skill)
P= Practicing (learning and applying concept or skill)
N= Needs Development (not yet able to demonstrate acquisition of concept or skill)

Grades for Art, Music, and Phys. Ed.

Mark of O = Outstanding

> indicates that the student has demonstrated outstanding

quality of work and mastery of objectives and skills.

Mark of S = Satisfactory

indicates that the student has demonstrated a satisfactory level of progress in the quality of work and in mastery of objectives and skills.

Mark of I = Improvement Needed

indicates that the student has shown and continues to experience difficulty in this area.

Grades 3 - 6

GRADING CRITERIA

Proficient with Distinction
Work at this level exceeds expectations and is completed in an exemplary manner.

Proficient
Work at this level consistently meet expectations and is completed in a high quality manner.

Partially Proficient
Work at this level is inconsistent.

Substantially below Proficient
Work at this level is below expectations and is completed with limited understanding.

K-6 Unified Arts Pass or Fail

Achievement indicators for skills, citizenship, and effort

4 = Demonstrates Excellence
3 = Demonstrates Strong Performance
2 = Demonstrates Appropriate Performance
1 = Demonstrates Need for Improvement

Middle School including Unified Arts

Grades are a means of reporting to students and parents/guardians the progress a student has made in a particular subject. Letter grades appear on report cards.

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	65-66
A-	90-92	B-	80-82	C-	70-72	F	64 or below