Roosevelt Union Free School District

District-wide Grading Procedure

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Approved by the Board of Education on March 24, 2011
Roosevelt Union Free School District

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Roosevelt Union Free School District
DISTRICT - WIDE GRADING POLICY

2010-11

GRADING SYSTEMS

Achievement and mental examinations aid in discovering a child's potential academic ability as well as his/her progress, or lack thereof. Therefore, a systematic and thorough program of testing, in all its phases, shall be in effect throughout the school district.

The Board of Education recognizes that the classroom teacher has the primary responsibility to evaluate students and determine student grades. Grading is considered a positive tool to indicate achievement and development in each class or subject area in which a student is enrolled.

The district will use a uniform grading system. Classroom teachers will evaluate students and assign grades according to the established system.

It is to be recognized that a student is an individual with his/her own abilities and capabilities. It is also recognized that an individual is part of a society which is achievement-oriented and competitive in nature. Hence, when a student's achievement is evaluated, attention should be given to his/her unique characteristics and to accepted standards of performance in the educational setting.

All students are expected to complete the assigned class work and homework as directed. Students are also expected to participate meaningfully in class discussions and activities in order to receive course credit. If work is missed due to absence, the student is expected to make up the work. The student and/or the student's parent(s) or guardian(s) should discuss with the student's teacher an appropriate means of making up the missed work. With the possible exception of absences intended by the student as a means of gaining an unfair academic advantage (e.g., to secure more time to study for a test), every effort will be made to provide students with the opportunity and assistance to make up all work missed as a result of absence from class.

The following guidelines will be observed:

1. Students and their parents will be provided with information regarding classroom attendance/participation and course credit policies upon their admission to school and at the beginning of the school year.

2. Parents are to be informed regularly of their child's progress.

3. The use of marks and symbols will be appropriately explained.

4. Grading will not be used for disciplinary purposes, i.e., giving lower grades for unexcused absences, as opposed to giving lower grades for failure to complete assigned work or for lack of class participation. However, a student's misconduct that is directly related to his/her
academic performance (e.g., plagiarism, cheating on a test, avoiding an exam to secure more time to study), may be reflected in the student's grade.

5. Grade will be based, in part, upon student improvement, achievement and participation in classroom discussions and activities.

6. A grade for classroom participation will account for a percentage of the student's overall grade in each class. Classroom work missed due to absences from class, and the failure to make up the work missed, will be factored into the attendance grade in accordance with this policy. In consultation with Building Principals teachers will develop procedures for the make-up of work missed due to any absences from class.

7. Absences due to attendance at school-sponsored functions or program that are directly related to the class work missed as a result of such absences, shall not be counted as an absence for purposes of this policy.

8. The parent(s) or guardian(s) shall be regularly notified when a student misses class work due to absences.

The rules, regulations, policies and procedures that follow may be amended in order to comply with future changes in State Education Laws. Parents, students and staff will be informed, in writing, of these changes.

The classroom teachers shall be guided by the criteria set forth for grading students. They will use the following factors to calculate the achievement and performance of the students in assigning quarterly grades:

**District-Wide-Per-Quarter**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Grades</td>
<td>50%</td>
</tr>
<tr>
<td>Projects</td>
<td>10%</td>
</tr>
<tr>
<td>Class Work</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation (Attendance)</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam/Regents</td>
<td>20% of final grade</td>
</tr>
</tbody>
</table>

**Final Average**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Quarter</td>
<td>20%</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Quarter</td>
<td>20%</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Quarter</td>
<td>20%</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Quarter</td>
<td>20%</td>
</tr>
</tbody>
</table>
Final/Regents Exam 20%

**District Grading System**

Grading system is as follows:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95-100</td>
<td>A+</td>
</tr>
<tr>
<td>90-94</td>
<td>A</td>
</tr>
<tr>
<td>85-89</td>
<td>B+</td>
</tr>
<tr>
<td>80-84</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>70-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 70</td>
<td>F</td>
</tr>
</tbody>
</table>

The Final Grade in a course will be computed by adding the four (4) Quarter Grades to the average of the Mid-term test and the Final test and dividing the total by five (5).

The lowest failing grade that students can receive in a subject class during a quarter is a grade of 50.

There will be a graduated escalation weighing of the Regents grades. Beginning June 2010 the Regents score will be 10% of the Final grade. In June 2011 the Regents score will be 15% of the Final grade. In June 2012 the Regents score will be 20% of the Final grade.

**II. Composition of the Quarterly Grade**

A student's quarterly grade shall reflect both the student's class participation and his/her achievement on class assignments.

A. A minimum of 10% of the student's quarterly grade shall reflect his/her level of class participation. Class participation shall be evaluated with respect to the following standards:

1. Being present and punctual
2. Being prepared with all necessary materials
3. Being "on task" (doing his/her assigned work for the day)

B. A maximum of 50% of the student's quarterly grade shall reflect his/her level of achievement on tests, such as:

1. Tests - a minimum of 10 – (1) assessment grade per week (tests, research projects, essays)
2. Quizzes
III. Class Participation and Class Work

Pupils should not view the 20% minimum class work as a license to miss their classes; rather, since involvement in day to day activities such as board work, discussion, drill, and class projects is weighted heavily in our system of evaluation, students will be subject to a reduction in the class participation grade for each class session missed. This will then be part of the overall class participation grade and, in turn, may lower their quarterly average. The class participation grade will count as a minimum of 10% of the quarterly grade. This requirement applies to all subjects. Additionally, in subjects such as music, art, industrial arts, typing, and physical education, which require extensive class participation, the class participation grade may count for more than 10% of the quarterly grade.

HOMEWORK:

Homework meets a real need and has a definite place in the education program, as long as it is properly designed, carefully planned, and geared to the development of the individual student.

Homework should be a properly planned part of the curriculum extending and reinforcing the learning experience of the school.

Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems.

Homework should help develop the student's responsibility by providing an opportunity for the exercise of independent work and judgment.

The number, frequency, and degree of difficulty of homework assignments should be based on the abilities, activities, and needs of the student. However, the homework grade is dependent on the performance of the student.

As a valid educational tool, homework should be clearly assigned and its product carefully evaluated.

The schools should recognize the role of parents by suggesting ways in which parents may assist the school in helping a child carry out homework responsibilities.

C. A minimum of 10% of the student’s quarterly grade shall reflect his/her level of Homework completed. Homework shall be evaluated with respect to the following standards:

1. Being prepared accurate, and complete

2. Being handed in on time
D. A minimum of 10% of the student’s quarterly grade shall reflect his/her level of Projects, Reports, and Performances completed. Projects shall be evaluated with respect to the following standards:

1. Teacher rubric
2. Assignments completed and handed in on time

STUDENT EVALUATION

STUDENT PROGRESS REPORTS TO PARENTS

An important aspect of the instructional program of the school is reporting student progress to parents/guardians. Report card dates shall be published each year. The goal is to communicate as often as is necessary and as effectively as possible with the parents/guardians of each child, and to encourage parents/guardians to communicate with the school.

It shall be the responsibility of the Superintendent of Schools and his/her professional staff to provide for the annual classification, reporting of progress, and maintenance of records for all students. These activities shall be carried out with careful and considerate treatment of all students, taking into account basic educational requirements and available facilities.

In accordance with the provisions of Title I, parents/guardians shall be provided with reports on their child's progress. In addition, the parents/guardians of Pupil with Special Educational Needs (PSEN) students shall be provided with semi-annual progress reports. Copies of letters sent to parents/guardians relating to a particular situation or problem will be kept in the student's folder.

Each student who receives Title I or PSEN services will be monitored and evaluated frequently for academic progress.

The district's formal reporting system includes report cards and/or forms developed by the professional staff and issued periodically, scheduled conferences between parents and teachers, and interim reports issued as needed or required.

At the midpoint of each marking period, each teacher shall be responsible for sending a warning notice to the parents/guardians of students who are failing and students who are passing but are not working up to their capacity. In this notice, information shall be provided to the parent/guardian relative to the quality of their child's work. Parents are urged to visit the school and to confer with guidance counselors and teachers as deemed necessary.

Staff members are urged to maintain informal contact with parents through telephone calls and notes.

Report Cards to Parents

Report cards shall be distributed a minimum of four (4) times a year at all levels to keep students and parents officially informed of the student's educational development. Additionally,
interim progress reports shall be sent home at any time during a marking period to parents of students in jeopardy of receiving a failing quarterly grade, or demonstrating improvement or special achievement.

Teachers are further encouraged to communicate with parents by informal note, or may request that a parent review and sign examples of the student's work. When necessary, attempts will be made to provide interpreters for non English Speaking parents/guardians.

PARENT INVOLVEMENT

The Board of Education believes that positive parental involvement is essential to student achievement, and thus encourages such involvement in school educational planning and operations. Parental involvement may take place either in the classroom or during extra-curricular activities. However, the Board also encourages parental involvement at home (e.g., planned home reading time, informal learning activities, and/or homework "contracts" between parents and children).

To assure compliance with federal Title I guidelines, the Board further directs the administration to implement programs, activities and procedures to achieve parental involvement in planning, designing and implementing such programs.

All such programs are intended to strengthen the relationship between home and school.

PARENT CONFERENCES

Teachers in the Roosevelt Union Free School District have a responsibility to meet with parents to discuss student problems and progress. When a parent requests a conference with a teacher, the teacher shall make every effort to arrange a mutually convenient time. Formal parent conferences will take place at least once a year at all levels.

Section 504 of the Rehabilitation Act of 1973,
29 United States Code (USC) Section 794 et seq.
8 New York Code of Rules and Regulations

STAFF MEMBERS

Any staff member who violates this Policy may be subject to disciplinary action.
APPENDIX
SCHOOL BOARD POLICIES
SUBJECT: POLICY

The Board of Education shall reserve to itself the function of providing guides for the discretionary action of those to whom it delegates authority. The Superintendent shall act as an advisor to the Board in the adoption and approval of written Board policies. The Board shall seek input from the staff and community where appropriate. These guides for discretionary action shall constitute the policies governing the operation of the School System.

The formulation and adoption of these written policies shall constitute the basic method by which the Board of Education shall exercise its leadership in the operation of the School System. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the Board of Education shall exercise its control over the operation of the School System.

The adoption of a written policy shall occur only after the proposal has been moved, discussed and voted on affirmatively at two (2) separate meetings of the Board of Education (i.e., the "first reading" and the "second reading"). The policy draft may be amended at the second meeting. By a majority vote, the Board may waive the "second reading" and complete the adoption of the proposed policy at its "first reading."

The formal adoption of written Board policy shall be recorded in the official minutes of the Board. Such written Board policy shall govern the conduct and affairs of the District and shall be binding upon the members of the educational community in the District.

It shall be the Board's responsibility to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision.

The Superintendent is given the continuing commission of calling to the Board's attention all policies that are out-of-date or for other reasons appear to need revision.

Education Law Sections 1604(9), 1709(1), 1709(2) and 2505(2)
SUBJECT: EXECUTION OF POLICY: ADMINISTRATIVE REGULATIONS

The Board shall delegate to the Superintendent the function of specifying required actions and designing the detailed arrangements under which the schools will be operated. These rules and these detailed arrangements shall constitute the administrative regulations governing the schools. They must in every respect be consistent with the policies adopted by the Board. The Board shall be kept informed periodically of changes in administrative regulations.
SCHOOL LAW
2:91. What is a policy?

A policy is a statement that establishes standards and/or objectives to be attained by the district. A school board policy should clearly state the board’s view of what it considers to be the mission of the district, the objectives to be reached and the standards to be maintained; the manner in which the district is to perform these tasks, including the allocation of responsibilities and delegation of duties to specific staff members; and the methods to be used, the procedures to be followed and the reasoning to be applied in conducting the district’s business, whether by the administration, instructional staff, other employees, students, parents, or the public.

2:92. What is the function of school board policies?

Policies are the means by which a school board leads and governs its school district. Policies form the bylaws and rules for the governance of the district and serve as the standards to which the board, administration, and students are held accountable (see § 1709). A board’s policies ensure that the school district performs its established mission and operates in an effective, uniform manner. They are legally binding and serve as the local law of the school district that may be enforced by the district. Moreover, if a school district violates its own policies, the commissioner of education may enforce the policy against the district (see Appeal of Fusco, 39 Educ. Dep’t Rep. 836 (2000); Appeal of Marek, 35 Educ. Dep’t Rep. 314 (1996); Appeal of Joannides, 32 Educ. Dep’t Rep. 278 (1992)).
ATTENDANCE POLICY
Roosevelt Union Free School District

COMPREHENSIVE STUDENT ATTENDANCE POLICY

STATEMENT OF OVERALL OBJECTIVES

School attendance is both a right and a responsibility. The School District is an active partner with students and parents in the task of ensuring that all students meet or exceed the New York State Learning Standards. Because the School District recognizes that consistent school attendance, academic success and school completion have a positive correlation, the School District has developed, and, if necessary, will revise a Comprehensive Student Attendance Policy to meet the following objectives:

a) To increase school completion for all students;

b) To raise student achievement and close gaps in student performance;

c) To identify attendance patterns in order to design attendance improvement efforts;

d) To know the whereabouts of every student for safety and other reasons;

e) To verify that individual students are complying with education laws relating to compulsory attendance;

f) To determine the District's average daily attendance for State aid purposes.

DESCRIPTION OF STRATEGIES TO MEET OBJECTIVES

The School District will:

a) Create and maintain a positive school building culture by fostering a positive physical and psychological environment where the presence of strong adult role models encourages respectful and nurturing interactions between adults and students. This positive school culture is aimed at encouraging a high level of student bonding to the school, which in turn should lead to increased attendance.

b) Develop a Comprehensive Student Attendance Policy based upon the recommendations of a multifaceted District Policy Development Team that includes representation from the Board of Education, administrators, teachers, students, parents and the community. The District will hold at least one public hearing prior to the adoption of this collaboratively developed Comprehensive Student Attendance Policy.

c) Maintain accurate recordkeeping via a computerized student information system to record attendance, absence, tardiness or early departure of each student.

d) Utilize data analysis systems for tracking individual student attendance and individual and group trends in student attendance problems.

e) Develop early intervention strategies to improve school attendance for all students.

DETERMINATION OF EXCUSED AND UNEXCUSED ABSENCES, TARDINESS AND EARLY DEPARTURES
Based upon our District's education and community needs, values and priorities, the School District has determined that absences, tardiness and early departures will be considered excused or unexcused according to the following standards.

a) **Excused:** An absence, tardiness or early departure may be excused if due to personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required court appearances, attendance at health clinics,

b) Approved college visits, approved cooperative work programs, military obligations or other such reasons as may be approved by the Board of Education.

c) **Unexcused:** An absence, tardiness or early departure is considered unexcused if the reason for the lack of attendance does not fall into the above categories (e.g., family vacation, hunting, babysitting, hair cut, obtaining learner's permit, road test, oversleeping).

**STUDENT ATTENDANCE RECORDKEEPING/DATA COLLECTION**

The record of each student's presence, absence, tardiness and early departure shall be kept in a computerized student information system in a manner consistent with Commissioner's Regulations. An absence, tardiness or early departure will be entered as "excused" or "unexcused" along with the District code for the reason.

*Attendance shall be taken and recorded in accordance with the following:*

a) For students in non-departmentalized kindergarten through grade eight (i.e., self-contained classrooms and supervised group movement to other scheduled school activities such as physical education in the gym, assembly, etc.), such student's presence or absence shall be recorded after the taking of attendance once per school day, provided that students are not dismissed from school grounds during a lunch period. Where students are dismissed for lunch, their presence or absence shall also be recorded after the taking of attendance a second time upon the student's return from lunch.

b) For students in grades 9 through 12 or in departmentalized schools at any grade level (i.e., students pass individually to different classes throughout the day), each student's presence or absence shall be recorded after the taking of attendance in each period of scheduled instruction except that where students do not change classrooms for each period of scheduled instruction, attendance shall be taken in accordance with paragraph "a" above.

c) Any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

d) In the event that a student at any instructional level from kindergarten through grade 12 arrives late for or departs early from scheduled instruction, such tardiness or early departure shall be recorded as excused or unexcused in accordance with the standards articulated in this policy.

A record shall be kept of each scheduled day of instruction during which the school is closed for
all or part of the day because of extraordinary circumstances including adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of or damage to a school building, or such other cause as may be found satisfactory to the Commissioner of Education.

Attendance records shall also indicate the date when a student withdraws from enrollment or is dropped from enrollment in accordance with Education Law Section 3202(1-a).

At the conclusion of each class period or school day, all attendance information shall be compiled and provided to the designated school personnel who are responsible for attendance. The nature of the absence, tardiness or early departure shall be coded on a student's record in accordance with the established District/building procedures.

**STUDENT ATTENDANCE/COURSE CREDIT**

The District believes that classroom participation is related to and affects a student's performance and grasp of the subject matter and, as such, is properly reflected in a student's final grade. For purposes of this policy, classroom participation means that a student is in class and prepared to work. Consequently, **for each marking period a certain percentage of a student's final grade will be based on classroom participation** as well as the student's performance on homework, tests, papers, projects, etc. as determined by the building administrator and/or classroom teacher.

Students are expected to attend all scheduled classes. Consistent with the importance of classroom participation, unexcused student absences, tardiness, and early departures will affect a student's grade, including credit for classroom participation, for the marking period.

At the middle school/senior high school level, any student with more than **20 absences in a course may not receive credit for the course**. However, it is District policy that students with properly excused absences, tardiness and early departures for which the student has performed any assigned make-up work, assignments and/or tests shall not be counted as an absence for the purpose of determining the student's eligibility for course credit. District procedures will specify how student tardiness and early departures will be calculated and factored into the District's minimum attendance standard.

a) However, where a student earns a passing grade, credit will not be denied for the course(s).

b) For **summer school** and courses meeting 1/2 year or 1/4 year, the same policy will apply and a calculation of the absences will be prorated accordingly.

c) Transfer students and students re-enrolling after having dropped out will be expected to attend a prorated minimum number of the scheduled class meetings during their time of enrollment.

Students will be considered in attendance if the student is:

a) Physically present in the classroom or working under the direction of the classroom teacher during the class scheduled meeting time; or
b) Working pursuant to an approved independent study program; or

c) Receiving approved alternative instruction.

Students who are absent from class due to their participation in a school sponsored activity are to arrange with their teachers to make up any work missed in a timely manner as determined by the student's teacher. Attendance at school sponsored events where instruction is substantially equivalent to the instruction which was missed shall be counted as the equivalent of regular attendance in class.

Upon returning to school following a properly excused absence, tardiness or early departure, it shall be the responsibility of the student to consult with his/her teacher(s) regarding arrangements to make up missed work, assignments and/or tests in accordance with the time schedule specified by the teacher.

NOTICE OF MINIMUM ATTENDANCE STANDARD/INTERVENTION STRATEGIES PRIOR TO THE DENIAL OF COURSE CREDIT

In order to ensure that parents/persons in parental relation and students are informed of the District's policy regarding minimum attendance and course credit, and the implementation of specific intervention strategies to be employed prior to the denial of course credit to the student for insufficient attendance, the following guidelines shall be followed:

a) Copies of the District's Comprehensive Student Attendance Policy will be mailed to parents/persons in parental relation and provided to students at the beginning of each school year or at the time of enrollment in the District.

b) School newsletters and publications will include periodic reminders of the components of the District's Comprehensive Student Attendance Policy. Copies of the Attendance Policy will also be included in parent/student handbooks.

c) At periodic intervals, a designated staff member(s) will notify, by telephone, the parent/person in parental relation of the student's absence, tardiness, or early departure and explain the relationship of the student's attendance to his/her ability to receive course credit. If the parent/person in parental relation cannot be reached by telephone, a letter shall be sent detailing this information.

d) A designated staff member will review the District's Attendance Policy with students who have excessive and/or unexcused absences, tardiness or early departures. Further, appropriate student support services/personnel within the District, as well as the possible collaboration/referral to community support services and agencies, will be implemented prior to the denial of course credit for insufficient attendance by the student.

NOTICE OF STUDENTS WHO ARE ABSENT, TARDY OR DEPART EARLY WITH OUT PROPER EXCUSE
A designated staff member shall notify by telephone the parent/person in parental relation to a student who is absent, tardy or departs early without proper excuse. The staff member shall explain the District's Comprehensive Student Attendance Policy, the District's/building level intervention procedures, and, if appropriate, the relationship between student attendance and course credit. If the parent/person in parental relation cannot be reached by telephone, the staff member will provide such notification by mail. Further, the District's Attendance Policy will be mailed to the parent/person in parental relation to promote awareness and help ensure compliance with the policy.

If deemed necessary by appropriate school officials, or if requested by the parent/person in parental relation, a school conference shall be scheduled between the parent/person in parental relation and appropriate staff members in order to address the student's attendance. The student may also be requested to attend this conference in order to address appropriate intervention strategies that best meet the needs of the student.

ATTENDANCE INCENTIVES
In order to encourage student attendance, the individual schools will develop and implement grade appropriate/building-level strategies and programs including, but not limited to:

a) Attendance honor rolls to be posted in prominent places in District buildings and included in District newsletters and, with parent/person in parental relation consent, in community publications;

b) Monthly drawings for prizes at each grade level to reward perfect attendance;

c) Special events (e.g., assemblies, guest speakers, field days) scheduled on days that historically have high absenteeism (e.g., Mondays, Fridays, day before vacation);

d) Grade-level rewards at each building for best attendance;

e) Classroom acknowledgment of the importance of good attendance (e.g., individual certificates, recognition chart, bulletin boards);

f) Annual poster/essay contest on importance of good attendance;

g) Assemblies collaboratively developed and promoted by student council, administration, PTA and other community groups to promote good attendance.

DISCIPLINARY CONSEQUENCES
Unexcused absences, tardiness and early departures will result in disciplinary sanctions as described in the District's Code of Conduct. Consequences may include, but are not limited to, in school suspension, detention and denial of participation in interscholastic and extracurricular activities. Parents/persons in parental relation will be notified by designated District personnel at periodic intervals to discuss their child's absences, tardiness or early departures and the importance of class attendance and appropriate interventions. Individual buildings/grade levels will address procedures to implement the notification process to the parent/person in parental relation.
INTERVENTION STRATEGY PROCESS

In order to effectively intervene when an identified pattern of unexcused absences, tardiness or early departures occur, designated District personnel will pursue the following:

a) Identify specific element(s) of the pattern (e.g., grade level, building, time frame, type of
b) unexcused absences, tardiness or early departures);
c) Contact the District staff most closely associated with the element. In specific cases where the pattern involves an individual student, the student and parent/person in parental relation will be contacted;
d) Discuss strategies to directly intervene with specific element;
e) Recommend intervention to Superintendent or his/her designee if it relates to change in District policy or procedure;
f) Implement changes, as approved by appropriate administration;
g) Utilize appropriate District and/or community resources to address and help remediate student unexcused absences, tardiness or early departures;
h) Monitor and report short and long term effects of intervention.

APPEAL PROCESS

A parent/person in parental relation may request a building level review of their child's attendance record.

BUILDING REVIEW OF ATTENDANCE RECORDS

The Building Principal will work in conjunction with the building attendance clerk and other designated staff in reviewing attendance records at the end of each term. This review is conducted to identify individual and group attendance patterns and to initiate appropriate action to address the problem of unexcused absences, tardiness and early departures.

ANNUAL REVIEW BY THE BOARD OF EDUCATION

The Board of Education shall annually review the building level student attendance records and if such records show a decline in student attendance, the Board shall make any revisions to the Policy and plan deemed necessary to improve student attendance.

COMMUNITY AWARENESS

The Board of Education shall promote necessary community awareness of the District's Comprehensive Student Attendance Policy by:

a) Providing a plain language summary of the policy to parents or persons in parental
relation to students at the beginning of each school year and promoting the understanding of such a policy to students and their parents/persons in parental relation;

b) Providing each teacher, at the beginning of the school year or upon employment, with a copy of the policy; and

c) Providing copies of the policy to any other member of the community upon request.

Education Law Sections 3024, 3025, 3202, 3205, 3206, 3210, 3211 and 3213
8 New York Code of Rules and Regulations (NYCRR) Sections 104.1, 109.2 and 175.6
CAREER AND TECHNICAL EDUCATION
I. CAREER AND TECHNICAL EDUCATION DEFINITION/LEGAL BASIS

Overview

Career and Technical Education (CTE) encompasses a variety of subject areas designed to prepare students for life-long careers. Such courses were formerly referred to as occupational education. Current State Education Department documents and regulations, as well as New York State legislative language all use the CTE terminology. However, federal legislation and documents continue to reference this curricula as vocational education.

Definition

Commissioner’s Regulations [C.R.R. 100.1(1)L], defines CTE as a kindergarten through adult area of study that includes rigorous academic content closely aligned with career and technical subjects. The Career Development and Occupational Studies (CDOS) Learning Standards serve as the framework. In grades nine through twelve, CTE includes the specific disciplines of agriculture education, business and marketing education, family and consumer sciences education, health occupations education, technical education, technology education, and trade/industrial education.

The purpose of CTE is to provide learning experiences where students become aware of a broad spectrum of careers and develop skills that are applicable to personal and career roles and are necessary for employment in specific career areas or postsecondary study. Successful programs will prepare students for life as productive members of society.

Characteristics of Career and Technical Education Programs

Elements of a successful CTE program include:

- certified teachers who remain current within their profession
- a sequence of courses that prepare students for employment or postsecondary study
- a work-based learning opportunity
- a business and industry consultant committee who will provide input into the program
- an opportunity to apply academic concepts to real-world situations
- a program that allows students the opportunity to earn college credit for college-level high school programs
- preparation for industry-based student assessments
- an opportunity to use the most current business/industry-based technologies
- an opportunity to achieve the career cluster standard (CDOS Standard 3b)
Availability of Career and Technical Education

The requirements mandating public school districts to make CTE instruction available to all New York State students is specified in both State legislation and the Regulations of the Commissioner of Education.

Legislative Mandates

“...The board of education of each school district shall provide secondary school pupils and adults access to programs of occupational education, commensurate with the interests and capabilities of those desiring and having a need for preparatory training, retraining or upgrading for employment, and develop realistic programs in accord with manpower needs in existing and emerging occupations for present and projected employment opportunities (Education Law 4602).”

Provisions to allow CTE instruction external to the local school districts establish the legal basis for BOCES career and technical education programs.

“...Occupational education programs and classes shall be organized and conducted by boards of education, or arranged through shared services as provided by boards of cooperative educational services, in accordance with the rules (of) the regents and the regulations of the commissioner of education (Education Law 4602).”

Commissioner's Rules and Regulations

Only those CTE sequences that have been approved by the Commissioner may be used to fulfill the requirements for a Regents or local diploma [C.R.R. 100.5 (b) (7)].

Commissioner’s Regulations Part 100.2 (h) (1) specifies that public school districts must make available, and allow students to complete, both three-unit and five-unit approved sequences in CTE studies. “Approved sequences” means approved by the Commissioner to fulfill diploma
requirements (see [C.R.R. 100.5 (b)]) as determined by Department policy and procedures. Provisions of [C.R.R. Part 100.2 (h) (3-7)] also require that:

- students must be allowed to begin a CTE sequence in grade nine;
- each CTE sequence must include one unit of credit in Career and Financial Management (I.O.);
- three-unit sequences must be “extendable” into approved five-unit sequences; and
- five-unit CTE sequences must prepare students for both employment and postsecondary education.
A GUIDE FOR USING OCCUPATIONAL EDUCATION STUDENT LEADERSHIP DEVELOPMENT ACTIVITIES FOR PARTICIPATION IN GOVERNMENT CREDIT
A Guide for Using Occupational Education Student Leadership Development Activities for Participation in Government Credit

THE STATE OF LEARNING

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of General and Occupational Education
Division of Occupational Education Instruction
Albany, New York 12234

September 1989
Electronically Updated 2003
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Overview

In 1988, the State Education Department established a policy enabling students to use a program of selected activities in an occupational education student leadership development organization to fulfill the ½-unit requirement for Social Studies IV: Participation in Government. This policy allows local districts flexibility in implementing this requirement for a local or Regents diploma.

To assist teachers and students in using this option, the Education Department has prepared this Guide. It contains the requirements for using the option, the goals and objectives of Participation in Government; a listing of the benefits to the student, school, and community; and sample documents and resources. A key to successful implementation will be articulation with social studies, guidance, and administration.

To make use of this option, a student must:

1. Be a member of one of the student leadership organizations:
   - DECA  An Association of Marketing Students
   - Future Business Leaders of America (FBLA)
   - Family, Career and Community Leaders of America (FCCLA)
   - Health Occupations Students of America (HOSA)
   - New York Association of FFA
   - New York State Technology Student Association (NYSTSA)
   - Skills USA
   - Technology Student Association (TESA)

2. Plan a two-year program (typically) of activities (known as the Student Plan) with the assistance and approval of the chapter adviser, which meets the objectives for Participation in Government and for this option as set forth in the following pages; and

3. Receive approval for the use of this option from the superintendent of schools (or designee).

Like a Participation in Government course, the Student Plan must represent a culminating experience. For this reason, the Plan will generally be carried out in the junior and senior years, although some students in BOCES programs may condense their activities into the senior year.
Guidelines for Using Student Leadership Development Activities for Participation in Government Credit

1. A Student Plan which includes activities in Leadership, Political Process and Community Service must be prepared jointly by the student and the chapter adviser. The Plan should detail a two-year procedure (which may be condensed if necessary in BOCES programs) for accomplishing the goals and objectives of Social Studies IV: Participation in Government.

2. It is recommended that a total of 20 activities (10 in each of the two years) approved by the chapter adviser as relevant to Participation in Government be completed.

3. The student will meet with the chapter adviser once a week. Specific activities will be planned and managed during these meetings. Weekly evaluation and monitoring will reveal whether the student is completing the activities in a timely and satisfactory manner. If not, the student must sign up for a Participation in Government or other appropriate Social Studies course.

4. The student should sign a contract which spells out his/her commitment to completing all of the activities specified in the Student Plan. The student should obtain a parent’s signature to indicate that the parent is aware the student is undertaking this option. The adviser should also sign the contract, confirming his/her commitment to working with the student.

5. A log documenting participation in appropriate activities must be submitted to, and approved by, the chapter adviser.

6. It is recommended that instruction be delivered through a combination of class and chapter meetings and structured activities.

7. The State advisers of the respective student leadership organizations will award certificates to students in recognition of their completion of this program.
Goals and Objectives
of Participation in Government

The goals and objectives of Social Studies IV: Participation in Government, listed below, should be incorporated into the student's program of planned activities.

Goals

1. To gain knowledge of how public policy is formed, implemented and evaluated at all levels in a democratic society; and
2. To gain knowledge of how citizens can directly or indirectly interact with the public policy process.

Objectives

1. To create opportunities for students to refine and develop skills necessary for participating in a democratic society.
2. To make students aware of the role of the citizen in the decision-making process.
3. To provide opportunities for students to engage in civic action.
4. To encourage students to accept responsibility for their roles as citizens.
5. To provide students with an opportunity to use skills and knowledge learned in other social studies courses and from their overall educational experience.
6. To provide students with an understanding of how public policy decisions are made.
7. To encourage students to work cooperatively in the analysis of public issues.
8. To make students aware of the complexity involved in the formulation of public policy.
9. To help students understand how a person's values affect his/her decision-making processes.
10. To enable students to make informed judgments concerning public issues.
Benefits of Using this Option

For the student

- builds leadership skills
- provides opportunities for success for students who may not be as successful in the structures classroom environment
- teaches students to direct and manage their own activities
- motivates low achiever, enriches high achiever
- gives scheduling flexibility
- integrates academic and occupational education
- provides practical experiences in the democratic process
- helps identify and increase personal abilities which can be used in the community
- encourages the student to be a lifelong contributing member of society
- gives understanding of how the community functions
- builds self-esteem through interaction with community leaders
- involves student in school life, especially after school
- provides individualized instruction

For the school and the community

- establishes a partnership between the school and the community
- makes the parents aware of the students' activities
- demonstrates to the community what students have to offer
- enhances school image by having students active in the community
# Student Plan

Every Student Plan should include activities in these categories:

- Political Process
- Community Service
- Leadership

You may, however, exercise maximum flexibility in designing the individual plans. A major responsibility in one category, for example, may fulfill the requirement for that category. You are also free to combine the three activity categories into one or two major culminating activities. A timeline should be incorporated in the Plan as a way to ensure that the student is completing activities in a timely fashion and not jeopardizing receipt of credit for this diploma requirement.

<table>
<thead>
<tr>
<th>Sample Student Plan</th>
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</thead>
<tbody>
<tr>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td><strong>Political Process</strong></td>
</tr>
<tr>
<td>1. Shadow the mayor for a day to learn more about the city’s political process.</td>
</tr>
<tr>
<td>2. Assist with the voter registration drive conducted by my chapter.</td>
</tr>
<tr>
<td>3. Identify and track a bill through the State Legislature.</td>
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<tr>
<td>4. Attend two meetings of the school board and report on them to the chapter.</td>
</tr>
<tr>
<td>5. Serve as a voting delegate at the State Leadership Conference.</td>
</tr>
<tr>
<td>6. Tour the State Capitol and meet with my Senator or Assembly member.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
</tr>
<tr>
<td>1. Participate in the State sponsored Summer Leadership Training Camp.</td>
</tr>
<tr>
<td>2. Chair a chapter committee meeting using parliamentary procedures or facilitative techniques.</td>
</tr>
<tr>
<td>3. Make a presentation to the Kiwanis Club on the merits of belonging to my student organization.</td>
</tr>
</tbody>
</table>
### Sample Student Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Projected Completion Date</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Participate in the public speaking competitive event on the regional/district level.</td>
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<tr>
<td>5. Use problem-solving techniques to identify a solution to the problem of insufficient seating in the lunchroom.</td>
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<td>6. Conduct a session on membership recruitment at the Fall Leadership Workshop.</td>
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<td>7. Participate in a debate on the school dress code.</td>
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<td>8. Help organize orientation for incoming students to the school.</td>
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</tbody>
</table>

**Community Service**

1. Assist in the chapter’s blood mobile project.
2. Deliver meals to the elderly one day a week for six months.
3. Participate in a State-sponsored community service activity.
4. Assist the Key Club with its annual Fun Fair.
5. Organize a clean-up day at the Town Park.
6. Serve as a committee chair for the Chapter-of-the-Year project.
Approval Form
(sample)

Using Student Leadership Activities for Participation in Government Credit

Student's Name__________________________________________________________

School_________________________________________________________Grade_____  

Adviser________________________________________Organization________________

Implementation Date____________________Projected Completion Date____________

Approval is granted for the student named above to use this option in fulfillment of the Participant in Government requirement. Upon completion of the activities in the Student Plan, the student will be awarded ½-unit credit for Social Studies IV: Participation in Government.

Superintendent's (or designee's) Signature________________Date_________________

Please list the names and titles of those involved in the development of the Student Plan (e.g., Social Studies teacher, occupational education teacher, guidance counselor, parent, local legislator, community resource person).
Student Contract
(sameple)

Using Student Leadership Activities for Participation in Government Credit

I, __________________________, will be using my active membership in __________________________ during the academic years ______ and ______ to fulfill the Participation in Government requirement for graduation. I understand that the activities in my Student Plan MUST be completed on schedule so that the ½-unit of Social Studies credit can be granted and graduation can take place.

I understand that this is a two-year commitment and this commitment MUST be completed according to the timeline on my Student Plan.

I understand that if the first year of the Plan is not completed according to the agreed upon timeline, I will enroll in an appropriate Social Studies course for the _______year. If I am not meeting the second-year schedule of activities by the middle of the second marking period of my senior year, an appropriate Social Studies course will be scheduled.

_________________________ Date
Student

_________________________ Date
Parent

_________________________ Date
Advisor
# Weekly Meeting Verification Form

*(sample)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Adviser's Initials</th>
<th>Date</th>
<th>Adviser's Initials</th>
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</table>

9
Student Log

Each student using this option for Participation in Government credit should maintain a log (in a notebook, for example) documenting the actions taken to carry out each activity. Materials relevant to the activity should also be included.

Sample Log Entry

Category: Political Process

Activity: Shadow the mayor for a day to learn more about the city's political process.

Notes:

September 15 called mayor's office to see if it would be possible to spend the day with her. I was asked to put the request in writing.

September 18 wrote letter to the mayor explaining the Participation in Government option and asking to shadow her (copy attached).

September 25 received letter from the mayor. October 6 at 9:00 a.m. is the day.

October 2 met with adviser to plan for my shadowing day.

October 5 called the mayor's office to confirm date.

October 6 arrived at 9:00 a.m. Sat with her while she went over the day's schedule with her secretary. Discussed correspondence that needed to be taken care of, and since it was Friday discussed weekend events that the mayor would participate in. At 10:30 a.m., we went to the opening of a small shopping mall. The mayor welcomed the stores to the city and then talked with some of the people who had assembled. At 11:30 a.m., we went to a luncheon meeting of the Recycling Committee. The mayor made a brief speech. Then back to her office where she returned phone calls. At 1:30 p.m., she had an appointment with the chair of the Democratic Committee to discuss some things, including the November election. An emergency meeting with the chief of police was arranged at 3:00 p.m. to clear up some problems with the union. I left at 3:30 p.m. to go to my after-school job.

What I Learned:

Public officials lead very busy lives and must always be pleasant in dealing with the public, even when the people they are dealing with are not. The mayor has to know about so many things to make decisions. She also has to be careful what she says because she'll have to live with that later. I was glad I wore my blazer because I felt very professional. The mayor was
interested in the leadership organizations. I told her a lot about what we do, and I think she would be willing to help us in some way if we needed her.

October 9 wrote a thank-you note to the mayor. I told her we would be willing to speak to community groups about the organization and offered our help on a city project if she ever needed it (copy attached).
Addendum

Youth Leadership Development

The Youth Leadership Development outline and list of activities can be used to supplement the program of selected activities in a career and technical education student leadership organization. These activities can be used to fulfill the ½-unit requirement for Social Studies: Participation in Government.

Community Service: It is recommended that students participate in a community service project before the completion of this course. Students may work alone or in a teacher-approved group to identify a need in the community or school and volunteer time to this cause. This project includes out-of-class time and a record of hours involved (see Attachment A). Students must complete the form detailing preparation, action and reflection for this project. Students are allowed to choose their groups and their projects that must be approved by the instruction.

Connecting Activities: It is recommended that activities A and B on the attached Connecting Activities List be required of all students. Additional activities may be chosen from the Connecting Activities List or from supplemental teacher material (see Attachment B).

<table>
<thead>
<tr>
<th>Content/Concept</th>
<th>Suggested Connecting Activities* (Not limited to)</th>
<th>CDOS Standard #</th>
<th>NYS/National Social Studies Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Principles/Purpose of Government, Policies and Law</td>
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<tr>
<td>• Form</td>
<td>H K L M</td>
<td>Standard 1</td>
<td>State Standards 5.1, National Standards I and II</td>
</tr>
<tr>
<td>• Function</td>
<td></td>
<td>Standard 2</td>
<td></td>
</tr>
<tr>
<td>• Characteristics</td>
<td>Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8</td>
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<td>Citizenship</td>
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<tr>
<td>• Roles</td>
<td>MCC</td>
<td>Standard 1</td>
<td>State Standards 5.3, National Standard V</td>
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<tr>
<td>• Rights</td>
<td></td>
<td>Standard 2</td>
<td></td>
</tr>
<tr>
<td>• Responsibility</td>
<td>Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8</td>
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<td></td>
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<tr>
<td>Political Process</td>
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<tr>
<td>• Voting</td>
<td>CDE GH MNU</td>
<td>Standard 1</td>
<td>State Standards 5.2 and 5.3, National Standards III and V</td>
</tr>
<tr>
<td>• Party System</td>
<td></td>
<td>Standard 2</td>
<td></td>
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<tr>
<td>• Campaigns and Elections</td>
<td>Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8</td>
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<tr>
<td>Content/Concept</td>
<td>Suggested Connecting Activities* (Not limited to)</td>
<td>CDOS Standard #</td>
<td>NYS/National Social Studies Standards</td>
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<tr>
<td><strong>Legal Obligations</strong></td>
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<tr>
<td>• Taxation</td>
<td>P AA KK LL</td>
<td>Standard 1</td>
<td>State Standard 5.3, National Standard V</td>
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<tr>
<td>• Jury Duty</td>
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<td>Standard 2</td>
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<tr>
<td>• Selective Service</td>
<td></td>
<td>Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8</td>
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<tr>
<td><strong>Public Policy</strong></td>
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<tr>
<td>• Purpose</td>
<td>C D H O R S</td>
<td>Standard 1</td>
<td>State Standards 5.2 and 5.3 National Standards III and V</td>
</tr>
<tr>
<td>• Process</td>
<td>T Y Z</td>
<td>Standard 2</td>
<td></td>
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<tr>
<td>• Principles</td>
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<tr>
<td>• Responsibility</td>
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<td>• Political Activism</td>
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<td><strong>Civic Rights and Responsibilities</strong></td>
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<td>State Standards 5.2 and 5.3 National Standards III and V</td>
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<td>D D E E</td>
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<tr>
<td>• International</td>
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<tr>
<td><strong>Final Project</strong></td>
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<tr>
<td>• Portfolio and Log</td>
<td>AS NEEDED</td>
<td>Standard 1</td>
<td>State Standard 5.3 National Standard V</td>
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<tr>
<td>(containing documentation that all requirements and hours have been met)</td>
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<td>Standard 2</td>
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<td></td>
<td>Standards 3a.1; 3a.2; 3a.3; 3a.4; 3a.5; 3a.6; 3a.7; 3a.8</td>
<td></td>
</tr>
</tbody>
</table>

*It is recommended that connected activities A and B be required of all students*
COMMUNITY SERVICE ACTIVITY SHEET

Student's Name: ________________________________

Teacher's Name: ________________________________
Teacher's Signature: ________________________________

Project Coordinator: ________________________________

Organization: ____________________________________
Address: ________________________________________
Phone Number: ____________________________________
Date of Project: ________________________________

Time: Start: __________________ End: __________________

Brief project description by student, including role played in this project

Student's Signature: ________________________________

Project Coordinator:

Was student on time: _____ Yes _____ No

Did student actively participate: _____ Yes _____ No

Number of hours student contributed to this project: ________________________________

Comments:

Project Coordinator's Name: ________________________________

Signature: ________________________________
(Verification of successful completion of project)
Youth Leadership Development
Suggested Connecting Activities

A. Attend two meetings of a government board (i.e., school board, planning board, county legislatures) and report on them to the class chapter.
B. Contribute 10 hours of volunteer work through community service.
C. Assist with a voter registration drive.
D. Help promote a school budget vote.
E. Shadow an elected official for a day to learn more about the political process.
F. Identify and track a bill through the State Legislature.
G. Serve as a voting delegate at a youth leadership conference (i.e., FBLA, DECA, FFA, FCCLA, Key Club, Junior Achievement etc.)
H. Write a letter to the principal, local government official, state government official or national government official, commending or criticizing a public policy that affects you.
I. Tour the State Capitol and meet with a Senator or Assembly member.
J. Tour the National Capital and meet with a Senator or Congressperson.
K. PARTICIPATE IN A SUMMER LEADERSHIP TRAINING PROGRAM.
L. Chair a committee meeting using parliamentary procedure.
M. Make a presentation to a community organization on the merits of belonging to a student organization.
N. Participate in a public speaking competition.
O. Using problem-solving techniques identify a solution to a local problem.
P. Conduct a membership recruitment session.
Q. Participate in an organized debating event.
R. Facilitate an incoming student orientation.
S. Guide parents/guardians during a back to school night.
T. Assist in a community sponsored event, i.e., blood drives, assisting senior citizens, community day events, clothing drive, food drive etc.
U. Assist in a political campaign.
V. Develop an International Business Plan.
W. Participate in an International Business Competition.
X. Construct a website with an international theme.
Y. Develop a multi-media presentation promoting international business, or a community event or public issue.
Z. Participate in an impromptu speaking event involving a current issue.
AA. Participate in a mock trial.
BB. Serve as a committee chairperson for a school or community event.
CC. Attend a naturalization ceremony.
DD. Participate in a project to improve the natural environment, water quality, wildlife habitat.
EE. Restore a neglected cemetery.
FF. Participate in a peer counseling program.
GG. Active membership in SADD.
HH. Attend an IMPACT panel session conducted by an county office.
II. Organize recreation for younger children.
JJ. Assist at a soup kitchen.
KK. Observe a court procedure.
LL. Interview a military recruiter.

Updated 3/27/03 (incl)
APPEAL PROCESS
Roosevelt Grade Appeal Form

Policy

Roosevelt Union Free School District recognizes that it is in the best interest of all students to resolve disputes promptly, fairly and equitably. Students may appeal a grade or credit decision given for Roosevelt Union Free School District courses, when they believe the grade to be in error or awarded through prejudice or capriciousness. The burden of proof rests with the student to show that the awarded grade is incorrect or inappropriate.

The evaluation of academic work is the prerogative of the instructor and the expectations for determining final course grades will be established by the instructor and given to the students in a course syllabus at the beginning of each semester. A student who believes there are grounds for an appeal of a final course grade must first discuss the appeal with the instructor responsible for the grade assigned within 30 days of the report card. The student and staff member shall report the outcome of their discussion to the principal before a student files a grade appeal request.

Purpose

The grade appeal process is for students who have evidence that an inappropriate grade has been assigned as a result of prejudice, capriciousness or other improper conditions, such as mechanical error or assignment of a grade inconsistent with the standards in the syllabus.

Parent and student can attend all levels of the appeal.

Please note that in order to receive credit for the courses, you must have (1) passed the examination(s) with an average grade of D or higher and (2) earned a passing average on the total of all assigned courses work (e.g., exams, assignments, projects, paper, etc.)

Procedure:

A student who fails to initiate the appeal process within 30 days losses the right to appeal.

A student must follow the indicated steps of the Grade Appeal Form beginning with Step 1 to resolve the grade issue.
Grade Appeal Form

Student’s Name: ____________________________________________________________
Address: __________________________________________________________________
ID Number: ____________________ Date: ________________________________________

Step 1
I have contacted ___________________________ on _____________ regarding the grade of __________
(Name of instructor) (Date)
Which I received in __________________________________ during 1\textsuperscript{st} Semester 2\textsuperscript{nd} Semester
(Course title and number)
In ____________________________
(Department)
Appeal to Teacher _____ Resolved _____ Not resolved
Grade change denied_______ Grade changed ________
If resolved please take form to the principal. If not resolved complete step 2.
______________________________________ Date: __________________________
Teacher Signature
Since the complaint was not resolved to my satisfaction, I am requesting continuation of the appeal
procedure.

Step 2
This form, accompanied by a written statement detailing the factual basis of the complaint and the
instructor’s written rebuttal, should be taken by the student to the chair within 30 class days of the end of the term in
which the grade was received. Action must be taken within 15 days by the Dept Chair.

This appeal was presented to the Chair of the Department on __________________________
Grade change denied ________________ Grade changed to a grade of ______________ with consent of
the instructor.
Reason for action:
_________________________________________________________

(Department Chair Name (print) (Signature) (Date)
If not resolved in step 2 go to step 3

Step 3
(This form and all supporting documentation are to be sent by the chair of the department within 5 days of
the completion of step 2, if the student so requests. Decision rendered in 15 days.

This Appeal was presented to the principal __________________________ on ____________________
Grade change denied. _______________ Grade changed to ________________
Reason for Action: ____________________________________________________________
__________________________________________________________ Date ______________________
(Principal Name (print) (Signature)
POWER SCHOOL GRADE BOOK
The Roosevelt UFSD has adopted PowerSchool as its student information system. PowerSchool is used to house crucial student information including demographics, services, attendance, graduation progress, and grades. It is imperative that you use the Gradebook portion of the system to enter ALL grades, scores, projects, tests etc. A minimum of one grade per week should be entered in the Gradebook. Quarter grades and assessment grades must also be entered in the correct buckets (i.e. Q1, Q2, Q3, Q4, R1, R2, etc). The student report cards, progress reports and transcripts are generated based on what is entered in the system. A failure to comply may result in a student not receiving proper credit for coursework and state exams. Additionally student transcripts are jeopardized and could hinder a students’ admission to college. Please be sure to fully set up your assignments and grading weights in the Gradebook. You must enter more than one assignment. The Gradebook is a legal document and must be kept accurately and timely. The lead teachers have been trained and are there to assist you with this process.