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Revised: September 3, 2019
2110 PHILOSOPHY OF EDUCATION

As a basis for our educational program and in accordance with the requirements of the State of New Jersey, the Board of Education of the Borough of Dunellen, following consultation with teaching staff members, students, parents and other residents of this district, hereby adopts the following philosophy of education for the Dunellen Public School District.

The education of the children of Dunellen is a vital mission to which the Board of Education is committed. The Board believes that each element of the education community has a key role to play in striving to provide the best total education that will assist students in building toward their futures and the future of society in general. Students themselves, parents and families, the teaching staff, administrators, and the Board should work cooperatively toward that end. Because the consensus of beliefs of these respective groups serves as the foundation for achieving that mission, this philosophy to which the Board subscribes should guide decisions.

The Board believes the individual student is the most important consideration in all that is done. Each child brings to the educational process a unique cultural heritage, different abilities and challenges, varied interests, and a unique learning style. Each has his/her dignity and rights. It is the challenge to educators, working in partnership with parents, to design the programs that will accommodate the uniqueness of students and respect their individuality.

The Board also believes that the programs should be designed to prepare students to be successful members of and contribute to the emergent global society in which they live. Such programs must be relevant and challenging to the students. In this area the Board believes that the general cognitive skills should be infused from within all curriculum areas because they reflect the higher levels of thinking needed:

1. creative thinking skills;
2. critical thinking skills, including problem-finding and problem-solving;
3. inquiry skills, including research and study skills; and,
4. broad skills of learning how to learn.

Closely related to those cognitive skills are a series of affective areas that should be promoted through each curriculum and its related instructional practices:

1. self-esteem;
2. self-motivation;
3. responsibility
4. desire to be a life-long learner;
5. strength of character, values, and ideals; and,
6. recognition of the value of cooperation,
Beyond these cross-disciplinary thrusts, the Board believes that there are specific skills that should be fostered within individual curricula:

1. Functional, effective communication skills of reading, written expression, oral expression, listening, and world languages;
2. literacy in mathematics, sciences, and technology;
3. appreciation for the arts and the humanities;
4. understanding of social sciences, including social and civic competencies;
5. physical development to promote adult health and physical fitness; and,
6. appropriate preparation for careers and vocations;
7. an appreciation of multi-culturalism but a recognition of the importance of Western civilization.

The Board also believes that the relatively small size of the district is a strength that will enhance the learning environment, promote more individualized instruction and help students meet their individual goals and objectives. Finally, the Board believes it is important to evaluate the effectiveness of the curriculum and instruction on a regular basis, both with respect to student and program outcomes.


Adopted: 9 August 1997
Revised: 2 May 2000
Reviewed: 22 April 2003
The purpose of Dunellen High School is to cultivate excellence in the developing lives of young people. The school emphasizes the individual within a multi-cultural environment and focuses on the rights and responsibilities of all.

It is the school’s responsibility to provide an atmosphere conducive to wholehearted and enthusiastic pursuit of academic achievement based on the physical, mental and emotional abilities of the individual.

The school also recognizes its responsibility for the teaching of basic skills and subsequent methods of evaluation. Responsibility is given to students, with professional guidance, in determining the direction of their school experiences. The school endeavors to instill in the students a feeling of self-worth which enables them to respect and appreciate others. In addition, values and ideals, and social and civic responsibility are emphasized.

Further, the school adds important dimensions of understanding by providing curriculum in the areas of literature, the arts, applied arts, social sciences, the natural sciences, mathematics, physical development and vocational preparation.

Finally, the school’s main strength is the feeling of dedication to the development of the entire individual.

We believe that the objectives of education are:

1. To provide an atmosphere conducive to achievement of optimum intellectual development in academic areas
   a. through classroom instruction
   b. through programs which recognize and promote academic achievement
   c. through establishing proper conduct that will allow students to excel

2. To impart a desire in the student to enjoy the process of learning, leading to lifetime skills and adaptation to change
   a. by the enthusiastic example set by the Administration and staff
   b. by programs of a high motivational level

3. To pursue knowledge and educational competencies consistent with the students’ needs, interest, aptitudes and abilities necessary for academic technical and professional growth
Mission Statement

1. through individualized instruction
2. through advanced courses and independent study
3. through appropriate guidance
4. through cooperative work programs
5. through evaluation of scholastic achievement
6. through extra-curricular activities

4. To play a satisfying and responsible role as both producer and consumer.
   a. by developing vocational skills
   b. by evaluating products and services

5. To develop an understanding of a person’s ability and potential and demonstrate conduct and actions based on a sense of one’s worth and dignity in school, family and community relationships.
   a. by a sense of fair play
   b. by the development of values and ideals

We believe the responsibilities of teachers in various disciplines are:

1. To instruct the student to comprehend the ideas and facts through reading, viewing and listening, to communicate ideas and facts through writing and speaking.

2. To develop a basic understanding and appreciation of the world of science and technology and to develop a realistic understanding of history and current social issues.

3. To assist the student in becoming an effective and responsible contributor to the decision making processes in the community, state, country and world.

4. To teach habits and attitudes that promote personal and public health, both physical and mental.

5. To teach habits and attitudes that promote personal and public health, both physical and mental.

6. To continue personal professional growth in teaching skills through study, experimentation and research.

We believe that the responsibilities of the school administrators are:

To provide educational and curriculum leadership, to refine and improve the learning process, and to create and foster a positive learning environment with the staff and students.
We believe that the responsibilities of the Board of Education are:

1. To maintain a positive attitude and outlook toward teacher professionalism and educational growth of the students in the district.

2. To evaluate and change policies according to needs and the changing times.

3. To see to it that the policies are administered in a fair manner.

Adopted: 9 August 1997
Revised: 2 May 2000; 22 April 2003
The mission of The Dunellen Public Schools is to prepare our students to meet the academic, emotional, and social challenges of the future by providing them with the essential skills necessary to acquire a common body of knowledge and understanding in accordance with the New Jersey Student Learning Standards and providing a safe, caring and stimulating learning environment where students respect themselves and others, share their talents with the wider community and recognize the need to pursue excellence in their lives.

Adopted: 22 April 2003
Revised: 23 September 2008
Revised: 5 September 2017
The Board adopts the following State goals as applicable to the school district:

1. Encourage quality preschool opportunities for all children, through collaboration between public schools and community agencies and provide parent education programs designed and implemented by all districts to assist parents in providing readiness experiences for their preschool children;

2. Strive for a high school graduation rate of at least 90 percent;
   a. Provide least restrictive, alternative programs for students who cannot succeed in the regular high school environment, including those students with disabilities,
   b. Provide dropout prevention programs for students at risk;

3. All students leaving state designated grade levels shall have demonstrated competency in challenging subject matter including reading, writing, mathematics, science, social studies (civics, history, and geography), health, physical education, and fine, practical and performing arts;
   a. Implement a State-approved curriculum content standards and appropriate assessments to enable students to succeed and to evaluate their performance,
   b. Provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques;

4. All students shall learn to use their minds well and to honor academic excellence, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy;
   a. Provide students with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills,
   b. All students shall demonstrate competency in the subject areas of health, physical education, fine, practical and performing arts, and career education,
   c. All students shall demonstrate respect for racial, cultural, ethnic and religious diversity;
5. All students shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world;

   a. Revise its curriculum offerings in science and mathematics according to State standards as they are developed,

   b. Provide staff training in the teaching of mathematics and science at grades K-12 to increase teachers' understanding of and ability to teach these subjects,

   c. Attempt to assure that every adult is literate and possesses the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship,

   d. Provide adult education programs in conjunction with other school districts, community colleges and other educational agencies, to provide greater opportunities for adults to continue learning for work skills, leisure pursuits, intellectual and cultural growth and to assist their children in learning,

   e. Encourage business and industry to collaborate with educational agencies to design and increase access to educational programs for adults, such as flex time, distance learning, and interactive technology;

6. Provide a school environment free of drugs and violence and offer a safe, disciplined environment conducive of learning;

   a. Develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all students,

   b. Provide programs and staffing to deal with students at risk,

   c. Expand their cooperative efforts with the community to create drug and violence-free environments,

   d. Students shall develop a positive view of self and learn to use effective interpersonal skills.

N.J.A.C. 6:8-2.1

Adopted: 9 August 1997
Revised: 19 October 1999
Revised: 22 April 2003
EDUCATIONAL OBJECTIVES

As a base for its educational program and in accordance with the requirements of the State, the Board of Education of the Borough of Dunellen adopts the following educational process goals:

1. Instruction which bears a meaningful relationship to the present and future needs and/or interests of students.

2. Significant opportunities, consistent with the age of the student, for helping to determine the nature of the educational experiences of the students.

3. Specialized and individualized kinds of educational experiences to meet the needs of each student.

4. Educational experiences and opportunities ensuring college readiness for students.

5. Opportunities for teaching staff members and students to make recommendations concerning the operation of the schools.

6. Comprehensive guidance facilities and services for each student.

7. An environment in which any competition among students is positive.

8. Resources for education, used with maximum efficiency.

9. Teaching staff members of high quality.

10. Diverse forms of constructive cooperation with parents and community groups.

N.J.A.C. 6A:32-12.2

Adopted: 9 August 1997
Revised: 19 October 1999
Reviewed: 22 April 2003
Revised: 7 May 2013
The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the students of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist students toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators and the courses required by Policy No. 5460 and N.J.A.C. 6A:8-5 for high school graduation.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified student needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards, including but not limited to:

1. Preparation of all students for employment or post secondary study upon graduation from high school;

2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey, and World Languages;

3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all students in accordance with Policy No. 2530;

4. Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy 2460 and Regulation 2460.1 through 2460.14;

6. Bilingual education, English as a Second Language, and English language services for students of limited English language proficiency, when the number of such students so necessitates, in accordance with Policy 2423;

7. Programs and services for students at risk who require remedial assistance in accordance with Policies 2414, 2415, and 5460;

8. Equal educational opportunity for all students in accordance with Policies 2260, 5750 and 5755;

9. Career awareness and exploration as required, and vocational education as appropriate;

10. Educational opportunities for students with exceptional abilities, in accordance with Policy 2464; and

11. Instruction in accident and fire prevention;

12. A substance abuse prevention program;

13. A program for family life education; and

14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.A.C. 6:8-2.5; 6A:8-1.1 et seq.; 6A:14 et seq.

New Jersey Core Curriculum Content Standards

Adopted: 9 August 1997
Revised: 22 April 2003
Revised: 16 August 2016
Courses of study and instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect between children regardless of races, colors, creeds, age, marital status, affectional or sexual orientations, gender, gender identity or expression, religion, ancestry, national origins, socioeconomic status, and/or disability.

In order to eliminate possible bias in the curriculum, staff shall use the following criteria:

A. When material contains stereotypes or discriminatory statements, staff should help students identify the stereotypes or discriminatory statement(s) and discuss with students the consequences of repeated stereotyping and discriminatory statements.

B. If a particular material is highly objectionable, staff should not use it, such material should be brought to the attention of the building principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class.

C. Another recommended technique for handling materials that contain biases or stereotypes is to offset it by reading unbiased supplementary materials.

D. Community involvement when developing instructional programs and attendant materials shall be encouraged.

Adopted: 9 August 1997
Revised: 22 April 2003
Revised: 16 August 2016
The Board recognizes its responsibility for the improvement and growth of the educational program of the schools. To this end, the curriculum shall be evaluated, adapted, and developed on a continuing basis and in accordance with a plan for curriculum growth.

For purposes of this policy, curriculum shall be defined as learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods.

The Board shall be responsible for the curriculum of the schools, and reserves the right to review all curriculum and to direct a continuing program of curriculum review and modification.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and s/he will establish procedures for curriculum development which insure the participation of staff members and may include, from time to time, students at the secondary level, and representatives of the community as well. The Superintendent shall report periodically on progress in curriculum development.

The Superintendent may conduct such pilot programs deemed to be necessary to the continuing growth of the instructional program. The Superintendent shall report to the Board each such pilot program along with its objectives, evaluative criteria and costs before a pilot program is initiated.

The Board encourages, where feasible and in the best interest of the students of the district, participation in State-initiated pilot programs of educational research. The Board directs the Superintendent to pursue actively State and Federal aid in support of research activities.

N.J.A.C. 6:8-3.5(a), 6:8-4.5(b), 6:27-1.3

Adopted: 9 August 1997
Revised: 19 October 1999
Reviewed: 22 April 2003
The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the children of this district by the adoption of courses of study.

For purposes of this policy, a "course of study" means the planned content of a series of classes, courses, subjects, studies, or related activities.

No course of study will be taught in this district unless it has been formally adopted by the Board. The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board.

Each course of study approved for credit toward high school graduation shall include minimum course proficiencies. In order to satisfactorily complete a course of study, a student must demonstrate mastery of the established minimum level of course proficiencies. Core course proficiencies shall include, but need not be limited to, proficiencies established by the State Board of Education in the curriculum areas of mathematics; natural or physical sciences; English; social studies; foreign languages; fine, practical, and performing arts; career education; and health, safety, and physical education.

The Superintendent is responsible for the continuous evaluation of the courses of study against the educational goals of the Board and shall recommend to the Board such new or altered courses of study as are deemed to be in the best interests of the students of this district. The Superintendent's recommendation will include the following information about the proposed course of study:

1. The specific objective of the course of study and the relationship of the course to the educational goals adopted by the Board;

2. The applicability of the course to students and an enumeration of those groups of students to be affected by it;

3. A description of course content, including any instructional method that departs significantly from the ordinary and is an integral part of the course of study;

4. A rationale for the course in terms of the goals of this district and a justification of the course, especially when it is proposed to take the place of an existing course of study;

5. The resources that implementation of the course will require, including textbooks, material, equipment, and specially trained personnel;

6. The course proficiencies to be mastered by students;
Adoption of Courses

7. The methods and standards by which the efficacy of the course will be monitored and evaluated; and

The Superintendent shall maintain a current list of all courses of study offered by this district and shall provide each member of the Board with a copy.

18A:33-1; 18A:35-1 et seq.
N.J.A.C. 6A:8-4.1; 6A:8-4.4; 6A:19-3.5; 6A:8-2.2

Adopted: 9 August 1997
Revised: 19 October 1999
Revised: 22 April 2003; 23 February 2004
Revised: 9 May 2005 citation only
2230  COURSE GUIDES

The Board of Education directs the preparation of a guide for each approved course of study in order to direct and assist teaching staff members toward the attainment of goals addressed by that course.

Each course guide will contain, as appropriate to the course of study, objectives, concepts, and skills to be taught; attitudes and appreciations to be developed; suggested activities designed to achieve the objectives; suggested methods of instruction; evaluation criteria intended to test the extent to which learning objectives have been achieved; and a reading list of supplemental titles for the guidance of teachers.

The course guides will be the basic instructional tool for each course of study and will reflect the State’s Core Curriculum Standards and the district’s educational goals. No teacher shall be expected to implement every suggestion made in the guide. However, teachers shall be encouraged to exceed the objectives of the guide, when appropriate, and subject to the review of the Principal.

The Superintendent shall be responsible for the preparation of course guides, and shall develop a plan for such preparation that includes the participation of appropriate staff members and resource personnel; the participation of members of the community; the participation of students at appropriate grade levels; continuing research in instructional methods, materials, and activities; systematic review of all course guides to insure their continuing usefulness in achieving goals set by the Board; and a system of administrative review to insure that course guides are being followed by teaching staff members to the degree of conformity desired by the Board.

New course guides or revisions to existing guides shall be provided by the Superintendent to the Board for study before implementation. By this means, the Board will determine which alterations depart from existing approved courses of study so significantly as to require formal approval of the Board.

Copies of all current course guides shall be kept on file in the office of the Superintendent.


Adopted:  9 August 1997
Revised:   7 December 1999
Reviewed:  22 April 2003
R 2230  COURSE GUIDES

A course guide will be prepared for each course of study to be taught in this district. Course guides should be planned and organized to provide sequential learning experiences in the grade levels concerned.

A. Preparation

1. The preparation of course guides is the responsibility of the Principal or designee at the secondary level.

2. Course guides are best developed with the assistance of the teaching staff members who will use them. Accordingly, appropriate staff representatives will be appointed to committees to study, revise, and/or develop course guides.

B. Content

1. Course objectives should be broad statements related to district educational goals and to the State’s Core Curriculum Standards and arising from the philosophy of the course.

2. Performance goals should be specific statements of behavioral objectives, that is, the concepts, skills, attitudes, and appreciations to be achieved. The degree of specificity should be consistent with the nature of the course.

3. Teaching strategies should include, where appropriate, specific instructional methods/modalities, the time to be spent on tasks, recommended student activities, and resources.

4. Evaluation techniques should include such specific techniques as sample tests, suggested projects or performance outcomes, and individual study.

C. Implementation

Teachers will adhere to the content of course guides in accordance with Policy No. 2230.

Adopted: 9 August 1997
Revised: 7 December 1999
Reviewed: 22 April 2003
The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools. Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions.

For purposes of this policy a controversial issue is a topic on which opposing points of view have been expressed by responsible and thoughtful persons or subject to interpretation as obscene, profane, doctrinaire, or grossly inappropriate, each in relation to the level of maturity of the students concerned.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program is related to the instructional goals of the course of study and level of maturity of the students. The discussion of controversial issues must not tend to indoctrinate students or persuade them to a particular point of view. Instead, teachers must encourage fair presentation and open-mindedness and the free exchange of ideas in a spirit of scholarly inquiry, drawing upon information and insights from the widest feasible range of resources.

When the consideration of controversial issues have not been specified in the course guide, the Board will permit the instructional use of only those issues that have been approved in advance by the Principal.

The discussion of controversial issues in the classroom will be conducted in an unprejudiced and dispassionate manner and can not be allowed to disrupt the educational process. In the discussion of any issue, a teacher may express a personal opinion, provided the expression is characterized as personal opinion and does not attempt to persuade students to the teacher's point of view.

The Superintendent shall assist teaching staff members in developing an alertness to the occurrence of controversial issues in the context of the curriculum and developing techniques for the management of controversial issues that do not stifle a spirit of free inquiry.

Adopted: 9 August 1997
Revised: 16 November 1999
Reviewed: 22 April 2003
2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

The Board of Education shall provide equal and bias-free access for all students to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;

2. Attaining minority representation within each school, which approximates the district's overall minority representation. Exact apportionment is not required, however, the ultimate goal is a reasonable plan achieving the greatest degree of racial balance, which is feasible and consistent with sound educational values and procedures;

3. Utilizing a State approved English language proficiency measure on an annual basis for determining the special needs of English language learners and their progress in learning English pursuant to N.J.A.C N.J.A.C. 6A:15-1.3(c);

4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;

5. Ensuring that support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and

6. Ensuring that a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies that such exclusion is necessary. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:
1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;

2. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;
   a. Portions of classes which deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female students, provided that the course content for such separately conducted sessions is the same.

3. Reducing or preventing the underrepresentation of minority, female, and male students in all classes and programs including gifted and talented, accelerated, and advanced classes;

4. Ensuring that schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and that students understand the basic tenet of multiculturalism;

5. Ensuring that African American history, as well as the history of other cultures, is infused into the curriculum and taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and

6. Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.

The Board of Education shall ensure all students have access to adequate and appropriate counseling services. When informing students about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race, creed, color,
national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be comparable;

2. A school within the school district may choose to operate separate teams for both genders in one or more sports or single teams open competitively to members of both genders, so long as the athletic program as a whole provides equal opportunities for students of both genders to participate in sports at comparable levels of difficulty and competency; and

3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

20 U.S.C.A. 1701
N.J.S.A. 18A:36-20
N.J.A.C. 6A:7-1.7

Adopted: 9 August 1997
Revised: 16 November 1999
Reviewed: 22 April 2003
Revised: 5 March 2013
Revised: 16 August 2016
A. Purpose and application

1. The purpose of this procedure is to give any student or the parent or legal guardian of a student the opportunity to appeal an alleged violation of the district's affirmative action plan for school and classroom practices, as set forth in Policy No. 2260.

2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and will be implemented in an informal manner.

3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.

4. All participants in the procedure will respect the confidentiality that this district accords to information about individual students.

B. Definitions

1. "Affirmative action officer" means the district official responsible for the coordination of activities relating to compliance with the affirmative action plan.

2. "Affirmative action plan" means the affirmative action plan for school and classroom practices adopted by the Board.


4. "Complainant" means a student or parent or legal guardian who believes that they have been harmed or adversely affected by a failure to enforce the district's affirmative action plan.

5. "Complaint" means an unresolved problem concerning the interpretation or application by an officer or employee of this school district of law and regulations regarding the affirmative action plan.

6. "Day" means calendar day.

7. "Student" means an individual enrolled in any formal educational program provided by the school district.

9. "Violation" means the failure of a district official or employee to take the positive steps outlined in Policy No. 2260 and/or included in the affirmative action plan.

C. Procedure

1. A complainant shall discuss their complaint with the staff member most closely involved in an attempt to resolve the matter informally.

2. If the matter is not resolved to the satisfaction of the complainant within ten working days, the complainant may submit a written complaint to the affirmative action officer. The complaint will include:

   a. The student’s name and, in the complaint of a person acting on behalf of the student, the name and address of the complainant;

   b. The specific failure to act that the complainant complains of;

   c. The school employee, if any, responsible for the alleged violation of the affirmative action plan;

   d. The results of discussions conducted in accordance with ¶B1; and

   e. The reasons why those results are not satisfactory.

3. The affirmative action officer will investigate the matter informally and will respond to the complaint in writing no later than ten working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.

4. The response of the affirmative action officer may be appealed to the Superintendent in writing within ten working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the affirmative action plan.
5. On their timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than ten working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the affirmative action plan and any other person with knowledge of the violation complained of.

6. The Superintendent will render a written decision in the matter no later than ten working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board.

7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than ten working days after receipt of the Superintendent's decision. The appeal shall include:

   a. The original complaint;

   b. The response to the complaint;

   c. The Superintendent's decision;

   d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented; and

   e. The complainant's reason for believing the Superintendent's decision should be changed.

8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the affirmative action plan.

9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than thirty days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.

11. The complainant will be informed of their right to appeal the Board's decision to the Commissioner of Education or to the New Jersey Division on Civil Rights.

D. Record

The records of any complaint processed in accordance with this procedure shall be maintained in a file separate from the student’s cumulative file. A notation shall be made in the student’s file of the presence of the record in the separate file.

Adopted: 9 August 1997
Revised: 16 November 1999
Reviewed: 22 April 2003
The Board of Education recognizes that religious belief and disbelief are matters of personal conviction rather than governmental authority and that the students of this district are protected by the First Amendment of the United States Constitution and by Article I, Paragraph 4 of the New Jersey State Constitution from the establishment of religion in the schools. School officials will be neutral in their treatment of religion in the school district, showing neither favoritism nor hostility against religious expression. Accordingly, no devotional exercises or displays of a religious character will be permitted in this district nor shall instructional activities be permitted to advance or inhibit any particular religious sect or religion generally.

The Board believes that an understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum may be developed to include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board also acknowledges the degree to which a religious consciousness has enriched the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the schools of this district frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may, therefore, be religious in nature shall not, by itself, bar their use by the district. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the thorough and efficient education of the children of this district, not for its conformity to religious principles. Students should receive unbiased instruction in the schools so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.

U.S. Consti. Amend. 1
N.J. Consti (1947) Art. 1, para. 4

Adopted: 9 August 1997
Revised: 6 May 2003
2312 CLASS SIZE

The Board of Education directs that the number of students assigned to any one class be governed by considerations of instructional quality and economy of operation.

A desired range for the minimum and maximum number of students that shall be assigned to regular classes shall be established by the Board.

The Superintendent shall prepare guidelines for class size. Maximum limits shall take into account the subject matter, type of instruction, ability of students, availability of aides, and use of special facilities and equipment and may be waived to accommodate the demands of a temporary increase in enrollment.

Class sizes in elementary grades shall generally not exceed 25 students. Kindergarten classes shall generally not exceed 22 students; an aide shall be provided to each kindergarten class that exceeds 23 students.

Class sizes in secondary grades shall generally not exceed 25 students with the exception of special lecture halls, laboratories and gymnasiums.

Adopted: 22-April-2003
The need for Policy Guide 2320 – Independent Study Programs is no longer required as Policy Guide 5460 – High School Graduation specifically indicates the high school graduation requirements may be met in whole or in part through individualized learning opportunities including independent study programs.
The Board of Education acknowledges the educational validity of homework as an adjunct to and extension of the instructional program of the schools. The Superintendent, in consultation with Administrators and teachers, shall develop rules for the assignment of homework according to these guidelines:

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

2. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities that make a legitimate claim on the student’s time;

3. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

Adopted: 9 August 1997
Revised: 7 December 1999
Reviewed: 6 May 2003
A. Purpose: Homework is an integral part of the learning process and serves a variety of functions such as:

1. Providing additional practice in a skill or use of a concept;
2. Preparing students for the next day’s lesson;
3. Determining how well students understand a skill or concept;
4. Improving independent work habits and study skills;
5. Providing enrichment or remediation experiences;
6. Maintain previously learned skills.

B. General Guidelines

1. Students should understand what the assignment entails and a reason for the assignment (homework should not be busy work);
2. Students should have the knowledge or skills to successfully complete the assignment;
3. A few minutes should be spent at the end of the period to preview the assignment (e.g. new vocabulary words, representative problems, etc.);
4. Students should be encouraged to contact friends when they are absent to obtain the assignment. However, this does not relinquish the teacher’s responsibility to give students the assignment if they ask.
5. If a student is going to be absent for an extended period of time, parent requests for homework will go through the School Office. Teachers will have twenty-four hours to send the assignments to the School Office.
6. Homework is not to be assigned during days when students are taking standardized tests.

C. Assignment of homework

1. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the individual student.
2. Homework should be assigned with clarity so that students know precisely what is expected of them. It may be helpful for teachers to post the homework assignment at the beginning of the class period and to encourage students to ask questions about any aspect of the assignment they do not fully understand. Homework should never be assigned hurriedly or in a confused manner.

3. Teachers should observe the following guidelines for the introduction and assignment of homework. Time allotments include all aspects of the homework assignment--outside reading, research, drill work, and the like.

   a. Kindergarten

      Home experiences related to classroom lessons will be assigned to students when appropriate.

   b. Grades 1 and 2

      Formal homework assignments should be introduced in grade one. Lessons should be geared to the needs and abilities of individual students. The amount of time allocated should increase through the grades from 10 to 20 minutes four times a week.

   c. Grades 3 and 4

      Homework should be regularly scheduled, should require between 30 and 40 minutes of preparation daily, and should be based on the needs and abilities of individual students.

   d. Grades 5 and 6

      Homework should be regularly scheduled, should require between 50 and 60 minutes of preparation daily, and should be based on the needs and abilities of individual students.

   e. Grades 7 and 8

      Homework should be regularly scheduled, should require between 70 and 90 minutes of preparation daily, and should be based on the needs and abilities of individual students.
In departmentalized junior high or elementary grades, students’ total daily homework load and out-of-school responsibilities should be considered in determining the amount of homework to be assigned. Teachers on each grade level or team will meet once a week or as required to review time estimates of homework to be assigned. Major tests that require substantial periods of study will be taken into consideration in determining the total estimated homework load.

f. Grades 9 through 12

High school students should be assigned homework in each major academic subject on a regular basis. Periodic assignments should be given in art and music courses. Both long and short term assignments should be given in all courses. A high school student should typically devote at least 90 minutes to home study on school nights. Students may choose to spend time during weekends and vacation periods on long term assignments.

4. To the degree reasonably possible, teachers should plan and announce homework assignments, especially long term assignments, well in advance so that students can adjust their schedules appropriately.

5. Students in the elementary grades should be encouraged or required to maintain a homework assignment book, in which the student records their daily assignment. Students and parents or legal guardians may be asked to record the time necessary to complete each assignment; this information will assist teachers in verifying their estimates of the length of time a given assignment will require.

6. A teacher may accede to a parent or legal guardian's request for additional homework assignments for a student, provided the teacher, in their discretion, believes that the student will benefit from the assignment.

7. A student who has been absent from school will be given an opportunity to make up homework assignments, provided the assignments are completed during a period equal to the length of their absence. That period may be extended for the completion of long term assignments.

8. The parent or legal guardian of an absent student may request homework assignments to be completed during the student’s absence. Teachers are expected to comply with any such request.
D. Evaluation of homework

1. All homework must be evaluated by the teacher and the teacher's evaluation must be communicated to the student. Homework is not a learning activity if the student receives no acknowledgment of their work and no appraisal or criticism of it.

2. Teachers should insist on high standards of quality in homework. The homework lesson should teach the values of thorough preparation, careful research, neat execution, thoughtful work, and prompt submission.

E. Checklist for teachers

Teachers should be able to answer affirmatively the following questions about a homework assignment.

1. Does the homework serve a valid purpose?

2. Is it well within the capacities of the student?

3. Has the class been thoughtfully motivated for the work?

4. Does the assignment grow out of school experience?

5. Does the assignment extend students' fund of information?

6. Is the work adapted to individual needs, interests, and capacities?

7. Are students entirely clear about what they are to do?

8. Can the students do the work without the assistance of parents or legal guardians or others?

9. Is the assignment a reasonable one and evenly scheduled in view of the student’s home conditions?

10. Does the assignment minimize the temptation merely to copy information?

11. Can the homework be evaluated fairly and/or be used in the daily program?

Adopted: 9 August 1997
Revised: 7 December 1999; 6 May 2003
2340 FIELD TRIPS

The Board of Education recognizes that field trips properly planned and integrated with the curriculum are an educationally sound and important part of the program of the schools that can supplement and enrich classroom instruction by providing learning experiences in an environment outside the schools.

For purposes of this policy, a field trip means any journey by a group of students away from the school premises, under the supervision of a teacher, and integrally related to an approved course of study.

The Board of Education shall approve all field trips. The Board may authorize field trips for which all or part of the costs are borne by the students' parents or legal guardians, except that no student in a special education class or student unable to pay the cost assessed shall be prohibited from attending a field trip.

The determination of a student’s inability to pay will be based upon the student’s eligibility for free and reduced meals in accordance with Board Policy No. 8540.

Students on field trips remain under the supervision of this Board and are subject to its rules and regulations.

A student who violates rules or disregards the authority of supervisors on a field trip significantly endangers the safety of other students and may be summarily dismissed from the trip. The teaching staff member in charge will make arrangements for the dismissed student’s transportation to home or school as appropriate. The cost of any such transportation will be borne by the parents or legal guardians of the student. The Board reserves the right to take further disciplinary measures in accordance with Policy No. 5600.

The Superintendent shall prepare regulations for the operation of field trips that insure that the safety and well-being of students shall be protected at all times; that parental permission is sought and obtained before any student may be removed from the school, for a field trip; that each field trip is properly planned, integrated with the curriculum, and followed up by appropriate activities that enhance its usefulness; that the effectiveness of field trip activities are monitored and continually evaluated; that teachers are allowed a considerable degree of flexibility and innovation in planning field trips; that no field trip will be approved unless it contributes to the achievement of specified instructional objectives; and that teachers are not permitted to make on-
site alterations to a trip itinerary, except where the health, safety or welfare of students is imperiled or where changes or substitutions beyond the control of the teacher have frustrated the purpose of the trip.


Adopted:  9 August 1997
Revised:  7 December 1999
Reviewed:  6 May 2003
Reviewed:  27 March 2007
Revised:  9 September 2008
Revised:  20 October 2015
R 2340  FIELD TRIP PROCEDURES

A. Before the trip:

1. Any proposed field trip must have the approval of administration before it is announced to students.

2. Field Trip Request Forms must be completed and submitted to the Principal for approval at least six weeks prior to the date when such requests are due in the Superintendent’s office. All trips require Board approval. The trip itinerary must be attached to the Field Trip Approval Form. Final arrangements cannot be made with outside agencies until the trip has been approved.

3. Upon being approved by the Superintendent and the Board of Education, transportation arrangements may be made through the Business Administrator/Board Secretary or designee.

4. Student Permission Slips are required of all students for all trips. Forms are available in the main office.
   a. Each student is to have the Permission Slip signed by their parents.
   b. Permission Slips and money for the trip should be submitted at least one week before the scheduled date of the trip.

5. An alphabetical roster of students going on the trip must be submitted to the Principal two days before the trip. Only students enrolled in that particular class or activity are eligible to participate in the trip. Students under school suspension are not permitted to participate in field trips.

6. Arrangements for chaperones must be done cooperatively by the teacher-in-charge and the Administration at least one week in advance of the scheduled date of the trip. Generally, each bus should have two chaperones, preferably a female and a male, one of whom must be a faculty member. The preferred student to chaperone ratio at the high school/middle school levels should never be more than 15 to 1. For overnight trips, there should be at least a 10 to 1 ratio. For Faber School, the ratio between teacher and chaperone should be 10 to 1.

7. In the event that any charge or fee for admission, etc. be incurred for chaperones, this will be noted in the field trip approval form and will be charged to the field trip account as part of the total trip cost.

8. The teacher-in-charge is to inspect the inside of the bus or van for any damage before students board the vehicle and if there is any damage, write the specifics on a log sheet.
9. The teacher-in-charge is to inspect the bus or van for any damage after all students have gotten off the vehicle at the end of the trip.

10. If there is any damage which appears to have occurred as a result of that trip, write the specifics on a log sheet and give to the Principal no later than the day following the trip.

11. The Principal is to submit a report to the Board Secretary the day following the trip specifying any damage attributable to our students and the conditions, individuals, etc., responsible for such damage.

B. During the trip

1. Students should be advised to be dressed appropriately for the trip.

2. School policies and regulations are to be maintained and enforced throughout the trip. Students showing any lack of cooperation will be subject to disciplinary action and/or forfeit the right to participate in future trips.

3. Students are to be closely supervised throughout the trip. Students are required to stay with the group; any other arrangements must be requested in writing by the parent and approved by the Administration.

4. Roll call must be taken every time students leave and re-enter the bus. In case of lost students, the teacher-in-charge must notify the Administration before departure.

5. The teacher-in-charge must notify the Administration as soon as possible of any accident or breakdown which might result in a delay.

C. After the trip

1. Upon returning to the school, the teacher-in-charge must remain until all students have left the school area.

2. On the following day, a Field Trip Report may be submitted to the Principal. This is to include an evaluation of the trip, comments on behavior and attitude, and any other significant information related to the trip.

3. To be of educational value, it is anticipated that field trips will include pre-study and follow-up discussions in class.
D. Cancellation of Buses for Field Trips

The teacher-in-charge must notify the Principal at least forty-eight hours in advance of the arrival time of the bus at the school. The Principal will then notify the School Business Administrator or his designee who will in turn notify the company of the cancellation.

Adopted: 9 August 1997
Revised: 7 December 1999
Reviewed: 6 May 2003
Revised: 27 March 2007
Revised: 9 September 2008
Revised: 20 October 2015
The Board recognizes that the use of computing and communication technology in the educational process is essential as part of the schooling experience. Technology is to be viewed as a tool to enhance the learning process among other tools that are required for teachers and students to fully explore the curriculum. In addition, information technology can be used to enhance the administration of the schools and the district. In order to provide direction and meaning to the use of technology as an instructional tool, the Board directs that the Superintendent and the teaching and support staff use technology as a regular part of the learning process in every area of the curricula.

For purposes of this policy "technology" means the use of computers and computer peripherals, communications networks, including e-mail, access to databases and libraries of information and the integration of audio, video, multimedia devices and media for purposes of teaching and learning.

The Superintendent in consultation with the teaching and support staff shall recommend to the Board the acquisition of appropriate technology to best implement the curricular, instructional and administrative program of the school district. The Superintendent shall prepare a technology plan for the school district which shall encompass the following:

Curricular, Instructional and Administrative Need

The technology plan shall define the curricular, instructional and administrative need for technological equipment and media for each area of instruction and shall project the need to the extent possible for a five year period.

Inservice Education

The Board shall provide opportunities to participate in inservice programs for employees on all hardware or software programs to be used in the execution of educational and administrative tasks. Inservice programs may be provided on or off site. The cost of tuition for inservice programs may be reimbursed by the Board.

Standards, Codes and References

All technology installations shall conform to the following standards, codes and references N.J.S.A. 18A, N.J.A.C. 5:23 and 6:22, BOCA National Building Code, NEMA, EIA/TIA 568 and 569 (Electronics Industry Association/Telecommunications Industry Association), LPC NFPA 78 (Lighting Protection code) IEEE 802.3 - Ethernet and 802.5 Token Ring (Institute of Electrical and Electronic Engineers), UL (Underwriter's Laboratories), ANSI (American National Standards Institute) and ADA (Americans with Disabilities Act) and any other currently applicable standards.
Facilities Planning

In all facilities projects involving new constructions, additions and renovations the Superintendent or designee shall insure that the plans include provisions for current and future technology needs in terms of the structural, electric/electronic, mechanical, acoustical and visual systems of the building(s). All educational specifications shall include under the description of instructional activities and implications for technology and under special features, those features required for the use of instructional technology.

Computer Software Acquisition and Upgrading

The Board will purchase software on a periodic basis based upon the Superintendent’s recommendations. An evaluation of software shall be made by appropriate personnel and no software shall be purchased without the express approval of the Superintendent or designee.

Site Licenses

In the case, where more than one copy of a software program is required, the Superintendent or designee shall attempt to acquire or negotiate a site license with the software developers. In the event a site license is not possible, vendors shall be sought who will provide multiple copies at a discounted cost.

Software Copyright

All employees shall strictly adhere to the copyright laws of the United States. No software shall be copied and/or distributed except in accordance with these laws. All software placed on individual workstations or any network to which there is public access shall be copy protected and fall under the copyright laws of the United States.

External Communications

The Board encourages the use of external communications, including e-mail, so that the schools may utilize the vast resources of external databases and communicate with other schools, external agencies and business throughout the world.

Audio/Video

All audio and/or video materials shall be used in accordance with the copyright laws of the United States. Teachers, students or staff who create audio or video materials containing the voices or images of the individuals involved shall obtain proper releases from those individuals, their parents or legal guardians prior to using those materials for other than classroom or instructional use within the school.

Interactive Television
Teachers or students may participate in interactive television courses provided in conjunction with other education institutions. Full credit may be obtained by students by participating in such courses. If the teacher involved is not the teacher of the course but rather a proctor, such assignment shall be counted as a duty rather than an instructional assignment.

Informing Parents, Legal Guardians and Interested Parties

The Superintendent or designee shall inform parents or legal guardians of computers and software purchased by the district in order that a computer purchased privately for home use may be compatible with the computer and software the student uses in the school setting.

Instructional Library Media Center

The Instructional Library Media Center shall be the division of each school responsible for coordinating the distribution and use of educational technology throughout the school. The Center shall contain the electronic media distribution system and may make the system available throughout the school and to the external world. To the extent possible, the LMC shall acquire data and publications electronically to facilitate distribution and use. Teachers, students and staff shall be given the opportunity to indicate data and publication needs. All items available through the LMC should be cataloged electronically and are to be available through the school's computer network.

To avoid duplication, all media and software purchases shall be coordinated through the LMC and approved by the Coordinator of Technology and the school principal. In determining approval, the following factors shall be taken into account:

1. The title of the material;
2. Any recognized rating of the material (eg. motion picture industry rating);
3. The relevance to the curriculum;
4. The cost of the media or software;
5. The viability of the company producing the software.

Broadcast Rights and Copyrights

The Board specifically retains the Broadcast rights and copyrights to all materials created by employees of the Board as part of their responsibilities to the Board. Any financial remuneration for the use of such materials shall be retained by the Board and specifically dedicated to enhance technology used as part of the educational program.
Computer Security

The Superintendent shall develop security procedures to include, but not be limited to, the following areas.

1. Physical Security of Equipment

   All computer equipment shall be maintained in a secure manner appropriate to its location.

2. Data Security

   a. Back-up procedures for system files, libraries, and data shall be practiced in a timely fashion.

   b. Password protection shall be in place and updated periodically.

   c. Resource security shall be in place to prevent unauthorized access to system files, libraries, and data.

3. Employee Training

   All new employees having, as part of their job responsibilities, access to computers and information systems will be trained in the proper security procedures outlined above.

   All employees having, as part of their job responsibilities, access to computers and information systems will be kept up-to-date on current security procedures for equipment and data.

4. Transaction Audit Trail

   Appropriate procedures will be maintained in order to monitor system activity and users, as necessary.

Use of Beepers, Paging Devices, and Cell Phones in School

Students shall not possess a beeper/paging device/cell phone while on school property or while attending school-sponsored activities on or off school property, unless the student is in attendance in the capacity of an active member of a volunteer emergency fire/medical service organization. A beeper is defined as a telecommunications paging device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.

A person who discovers a student in possession of a paging device in violation of this policy shall report the violation to the principal or designee, who shall confiscate the device. On the
first offense, the device will be turned over to the parents or legal guardians and additional penalties may be imposed. On the second offense, additional appropriate actions shall be taken in accordance with Regulation 5600.

Use of facsimile (FAX) machines

Fax machines provide a useful means of communicating and shall be subject to the same rules that apply to the use of telephones. All incoming faxes shall be considered confidential mail. No disclosure of the contents of any fax shall be made except to the individual for whom the fax is intended. Any individual violating this confidentiality shall be subject to discipline as provided by the policies and regulations of the Board.

N.J.A.C. 6:22-5.4
17 U.S.C. 101 et seq.

Adopted: 9 August 1997
Revised: 7 December 1999; 6 May 2003
The Board recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow students to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by students to these information sources but reserves the right to limit inschool use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows students access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges and/or instituting legal action.

The Board provides access to computer network/computers for educational purposes only. The Board retains the right to restrict or terminate student access to the computer network/computers at any time, for any reason. School district personnel will monitor network and online activity to maintain the integrity of the network, insure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

Standards for Use of Computer Networks

Any individual engaging the following actions when using computer networks/computers shall be subject to discipline or legal action:

A. Using the computer network/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities which violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the network. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

B. Using the computer network/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

C. Using the computer network in a manner that:
1. Intentionally disrupts network traffic or crashes the network:

2. Degrades or disrupts equipment or system performance;

3. Uses the computing resources of the school district for commercial purposes, financial gain or fraud;

4. Steals data or other intellectual property;

5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;

6. Gains or seeks unauthorized access to resources or entities;

7. Forges electronic mail messages or uses an account owned by others;

8. Invades privacy of others;

9. Posts anonymous messages within the confines of the district;

10. Possesses any data which is a violation of this Policy; and/or

11. Engages in other activities that do not advance the educational purposes for which computer network/computers are provided.

Internet Safety Protection

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children’s Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
unauthorized access, including “hacking” and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors’ access to materials harmful to minors.

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children’s Internet Protection Act and the Neighborhood Children’s Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children’s Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every student regarding appropriate online behavior, including students interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year’s annual public hearing will also be discussed at a meeting following the annual public hearing.

The school district will certify on an annual basis, that the schools, including media centers/libraries in the district, are in compliance with the Children’s Internet Protection Act and the Neighborhood Children’s Internet Protection Act and the school district enforces the requirements of these Acts and this Policy.

Consent Requirement

No student shall be allowed to use the school districts’ computer networks/computers and the Internet unless they have filed with the principal a consent form signed by the student and his/her parent(s) or guardian(s).

The district reserves the right to monitor, access, and disclose the contents of any users’ files, activities, or communications.

Users must be aware that the School District’s computer system maintains a record of all Internet sites that users have accessed or attempted to access. The school District reserves the right to review these records and to take appropriate action in cases of unauthorized use.

It is understood that materials and files created and/or stored on the system are not guaranteed to be private. Networks administrators or other designated staff may review the file system to troubleshoot systems and maintain system integrity from time to time. Additionally, when any removable media that is not the property of the School District is inserted or connect, it is subject to the same procedures.
District e-mail is the intellectual and real property of the School District and not to be considered private. Per the Open Public Records Act (OPRA), system administrators must maintain an archive of all outgoing and incoming e-mail, and the School District reserves the right to review these messages. In addition to internal disciplinary action, the School District reserves the right to report unlawful and potentially unlawful activities to the appropriate civil and criminal authorities.

Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3
Federal Communications Commission: Children’s Internet Protection Act
Federal Communications Commission: Neighborhood Children’s Internet Protection Act

Adopted: 9 August 1997
Revised: 21 December 1999; 6 May 2003
Revised: 27 May 2014
The school district provides computer equipment, computer services, and Internet access to its students and staff for educational purposes only. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination and the use of global communication resources.

For the purpose of this Policy and Regulation, “computer networks/computers” includes, but is not limited to, the school district’s computer networks, computer servers, computers, other computer hardware and software, Internet equipment and access, and any other computer related equipment.

For the purpose of this Policy and Regulation, “school district personnel” shall be the person(s) designated by the Superintendent of Schools to oversee and coordinate the school district’s computer networks/computer systems. School district personnel will monitor networks and online activity, in any form necessary, to maintain the integrity of the networks, ensure proper use, and to be in compliance with Federal and State laws that regulate Internet safety.

Due to the complex association between government agencies and computer networks/computers and the requirements of Federal and State laws, the end user of the school district’s computer networks/computers must adhere to strict regulations. Regulations are provided to assure staff, community, students, and parent(s) or legal guardian(s) of students are aware of their responsibilities. The school district may modify these regulations at any time. The signatures of the student and his/her parent(s) or legal guardian(s) on a district-approved Consent and Waiver Agreement are legally binding and indicate the parties have read the terms and conditions carefully, understand their significance, and agree to abide by the rules and regulations established under Policy and Regulation 2361.

Students are responsible for acceptable and appropriate behavior and conduct on school district computer networks/computers. Communications on the computer networks/computers are often public in nature and policies and regulations governing appropriate behavior and communications apply. The school district’s networks, Internet access, and computers are provided for students to conduct research, complete school assignments, and communicate with others. Access to computer networks/computers is given to students who agree to act in a considerate, appropriate, and responsible manner. Parent(s) or legal guardian(s) permission is required for a student to access the school district’s computer networks/computers. Access entails responsibility and individual users of the district computer networks/computers are responsible for their behavior and communications over the computer networks/computers. It is presumed users will comply with district standards and will honor the agreements they have signed and the permission they have been granted. Beyond the clarification of such standards, the district is not responsible for the actions of individuals utilizing the computer networks/computers who violate the policies and regulations of the Board.
Computer networks/computer storage areas shall be treated in the same manner as other school storage facilities. School district personnel may review files and communications to maintain system integrity, confirm users are using the system responsibly, and ensure compliance with Federal and State laws that regulate Internet safety. Therefore, no person should expect files stored on district servers will be private or confidential.

The following prohibited behavior and/or conduct using the school district’s networks/computers, includes but is not limited to, the following:

1. Sending or displaying offensive messages or pictures;
2. Using obscene language and/or accessing material or visual depictions that are obscene as defined in section 1460 of Title 18, United States Code;
3. Using or accessing material or visual depictions that are child pornography, as defined in section 2256 of Title 18, United States Code;
4. Using or accessing material or visual depictions that are harmful to minors including any pictures, images, graphic image files or other material or visual depictions that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
5. Depicting, describing, or representing in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors;
6. Cyberbullying;
7. Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;
8. Harassing, insulting, or attacking others;
9. Damaging computers, computer systems, or computer networks/computers;
10. Violating copyright laws;
11. Using another’s password;
12. Trespassing in another’s folders, work or files;
13. Intentionally wasting limited resources;
14. Employing the computer networks/computers for commercial purposes; and/or

15. Engaging in other activities that do not advance the educational purposes for which computer networks/computers are provided.

INTERNET SAFETY

Compliance with Children’s Internet Protection Act

As a condition for receipt of certain Federal funding, the school district has technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter material or visual depictions that are obscene, child pornography and harmful to minors as defined in 2, 3, 4, 5, 6, and 7 above and in the Children’s Internet Protection Act. The school district will certify the schools in the district, including media centers/libraries are in compliance with the Children’s Internet Protection Act and the district complies with and enforces Policy and Regulation 2361.

Compliance with Neighborhood Children’s Internet Protection Act

Policy 2361 and this Regulation establish an Internet safety protection policy and procedures to address:

1. Access by minors to inappropriate matter on the Internet and World Wide Web;
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Unauthorized access, including “hacking” and other unlawful activities by minors online;
4. Cyberbullying;
5. Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;
6. Unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and
7. Measures designed to restrict minors’ access to materials harmful to minors.

Notwithstanding the material or visual depictions defined in the Children’s Internet Protection Act and the Neighborhood Children’s Internet Protection Act, the Board shall determine Internet material that is inappropriate for minors.
The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety protection policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year’s annual public hearing will also be discussed at a meeting following the annual public hearing.

Information Content and Uses of the System

Students may not publish on or over the system any information which violates or infringes upon the rights of any other person or any information which would be abusive, profane, or sexually offensive to a reasonable person, or which, without the approval of the Superintendent of Schools or designated school district personnel, contains any advertising or any solicitation to use goods or services. A student cannot use the facilities and capabilities of the system to conduct any business or solicit the performance of any activity which is prohibited by law.

Because the school district provides, through connection to the Internet, access to other computer systems around the world, students and their parent(s) or legal guardian(s) should be advised the Board and school district personnel have no control over content. While most of the content available on the Internet is not offensive and much of it is a valuable educational resource, some objectionable material exists. Even though the Board provides students access to Internet resources through the district’s computer networks/computers with installed appropriate technology protection measures, parents and students must be advised potential dangers remain and offensive material may be accessed notwithstanding the technology protection measures taken by the school district.

Students and their parent(s) or legal guardian(s) are advised some systems and Internet sites may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal or offensive material. The Board and school district personnel do not condone the use of such materials and do not permit usage of such materials in the school environment. Parent(s) or legal guardian(s) having Internet access available to their children at home should be aware of the existence of such materials and monitor their child’s access to the school district system at home. Students knowingly bringing materials prohibited by Policy and Regulation 2361 into the school environment will be disciplined in accordance with Board policies and regulations and such activities may result in termination of such students’ accounts or access on the school district’s computer networks and their independent use of computers.
On-line Conduct

Any action by a student or other user of the school district’s computer networks/computers that is determined by school district personnel to constitute an inappropriate use of the district’s computer networks/computers or to improperly restrict or inhibit other persons from using and enjoying those resources is strictly prohibited and may result in limitation on or termination of an offending person’s access and other consequences in compliance with Board policy and regulation. The user specifically agrees not to submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal or offensive material; nor shall a user encourage the use, sale, or distribution of controlled substances. Transmission of material, information or software in violation of any local, State or Federal law is also prohibited and is a breach of the Consent and Waiver Agreement.

Students and their parent(s) or legal guardian(s) specifically agree to indemnify the school district and school district personnel for any losses, costs, or damages, including reasonable attorneys’ fees incurred by the Board relating to, or arising out of any breach of this section by the student.

Computer networks/computer resources are to be used by the student for his/her educational use only; commercial uses are strictly prohibited.

Software Libraries on the Network

Software libraries on or through the school district’s networks are provided to students as an educational resource. No student may install, upload, or download software without the expressed consent of appropriate school district personnel. Any software having the purpose of damaging another person’s accounts or information on the school district computer networks/computers (e.g., computer viruses) is specifically prohibited. School district personnel reserve the right to refuse posting of files and to remove files. School district personnel further reserve the right to immediately limit usage or terminate the student’s access or take other action consistent with the Board’s policies and regulations of a student who misuses the software libraries.

Copyrighted Material

Copyrighted material must not be placed on any system connected to the computer networks/computers without authorization. Students may download copyrighted material for their own use in accordance with Policy and Regulation 2531 - Use of Copyrighted Materials. A student may only redistribute a copyrighted program with the expressed written permission of the owner or authorized person. Permission must be specified in the document, on the system, or must be obtained directly from the author or authorized source.

Public Posting Areas (Message Boards, Blogs, Etc.)
Acceptable Use of Computer Network/Computers and Resources

Messages are posted from systems connected to the Internet around the world and school district personnel have no control of the content of messages posted from these other systems. To best utilize system resources, school district personnel will determine message boards, blogs, etc. that are most applicable to the educational needs of the school district and will permit access to these sites through the school district computer networks. School district personnel may remove messages that are deemed to be unacceptable or in violation of Board policies and regulations. School district personnel further reserve the right to immediately terminate the access of a student who misuses these public posting areas.

Real-time, Interactive, Communication Areas

School district personnel reserve the right to monitor and immediately limit the use of the computer networks/computers or terminate the access of a student who misuses real-time conference features (talk/chat/Internet relay chat).

Electronic Mail

Electronic mail (“email”) is an electronic message sent by or to a person in correspondence with another person having Internet mail access. The school district may or may not establish student email accounts. In the event the district provides email accounts, all messages sent and received on the school district computer networks/computers must have an educational purpose and are subject to review. Messages received by a district-provided email account are retained on the system until deleted by the student or for a period of time determined by the district. A canceled account will not retain its emails. Students are expected to remove old messages within fifteen days or school district personnel may remove such messages. School district personnel may inspect the contents of emails sent by a student to an addressee, or disclose such contents to other than the sender or a recipient when required to do so by the policy, regulation, or other laws and regulations of the State and Federal governments. The Board reserves the right to cooperate fully with local, State, or Federal officials in any investigation concerning or relating to any email transmitted or any other information on the school district computer networks/computers.

Disk Usage

The district reserves the right to establish maximum storage space a student receives on the school district’s system. A student who exceeds his/her quota of storage space will be advised to delete files to return to compliance with the predetermined amount of storage space. A student who remains in noncompliance of the storage space allotment after seven school days of notification may have their files removed from the school district’s system.

Security
Security on any computer system is a high priority, especially when the system involves many users. If a student identifies a security problem on the computer networks/computers, the student must notify the appropriate school district staff member. The student should not inform other individuals of a security problem. Passwords provided to students by the district for access to the district’s computer networks/computers or developed by the student for access to an Internet site should not be easily guessable by others or shared with other students. Attempts to log in to the system using either another student’s or person’s account may result in termination of the account or access. A student should immediately notify the Principal or designee if a password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any student identified as a security risk will have limitations placed on usage of the computer networks/computers or may be terminated as a user and be subject to other disciplinary action.

Vandalism

Vandalism to any school district owned computer networks/computers may result in cancellation of system privileges and other disciplinary measures in compliance with the district’s discipline code. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the system, or any of the agencies or other computer networks/computers that are connected to the Internet backbone or of doing intentional damage to hardware or software on the system. This includes, but is not limited to, the uploading or creation of computer viruses.

Printing

The printing facilities of the computer networks/computers should be used judiciously. Unauthorized printing for other than educational purposes is prohibited.

Internet Sites and the World Wide Web

Designated school district personnel may establish an Internet site(s) on the World Wide Web or other Internet locations. Such sites shall be administered and supervised by designated school district personnel who shall ensure the content of the site complies with Federal, State, and local laws and regulations as well as Board policies and regulations.

Violations

Violations of the Acceptable Use of Computer Networks/Computers and Resources Policy and Regulation may result in a loss of access as well as other disciplinary or legal action. Disciplinary action shall be taken as indicated in Policy and/or Regulation, 2361 - Acceptable Use of Computer Networks/Computers and Resources, 5600 - Student Discipline/Code of Conduct, 5610 - Suspension and 5620 - Expulsion as well as possible legal action and reports to the legal authorities and entities.
Determination of Consequences for Violations

The particular consequences for violations of this Policy shall be determined by the Principal or designee. The Superintendent or designee and the Board shall determine when school expulsion and/or legal action or actions by the authorities is the appropriate course of action.

Individuals violating this Policy shall be subject to the consequences as indicated in Board Policy and Regulation 2361 and other appropriate discipline, which includes but is not limited to:

1. Use of computer networks/computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

Adopted: 9 August 1997
Revised: 21 December 1999; 6 May 2003
Revised: 27 May 2014
The Board of Education recognizes technology is always changing and as a result of increased accessibility to technology many students possess technology devices for their use during non-school hours. These privately-owned devices may be beneficial to students during school hours for approved educational purposes. Therefore, the Board of Education will allow students to use their privately-owned technology devices under conditions outlined in this Policy.

For the purpose of this Policy, “technology” means hardware or software.

For the purpose of this Policy, “privately-owned” means technology hardware and software that is purchased, owned, and maintained by the student at no expense to the school or school district.

For the purpose of this Policy, “hardware” means any device that can store, access, retrieve, and/or communicate data or information. “Hardware” may include, but is not limited to, any type of computer device; wireless telephone; electronic reader; personal digital assistant (PDAs); video broadcasting and/or recording device; or camera.

For the purpose of this Policy, “software” means any computer program(s) or related data that provide instruction for telling a computer or other hardware device what to do and how to do it.

The use of privately-owned technology by a student in the educational program during the school day must be approved by the student’s parent or legal guardian and the school teaching staff member responsible for supervising and/or providing the student’s instructional program. A teaching staff member may approve a student’s use of privately-owned technology based on the assignment(s) to the student. The teaching staff member may also prohibit the use of privately-owned technology for an assignment(s).

Teaching staff members must get prior approval from their immediate supervisor or Principal before allowing students to use privately-owned technology during instructional time.

Students who use privately-owned technology in school will not be given access to the school district’s computer server(s) or network(s). In the event the teaching staff member approves the use of privately-owned technology to access the Internet, the access must be through the privately-owned technology without the use of any school district hardware or software. A teaching staff member who approves a student to use their privately-owned technology to access the Internet during instructional time will provide the student with a list of approved Internet sites the student is permitted to access. A student granted such permission must comply with school district policies and regulations regarding acceptable use of computers and technology. Any use of privately-owned technology by a student shall be in strict accordance with the teaching staff member’s specific approval(s) and Board policies and regulations. Any violation will subject the student to appropriate discipline and/or grading consequences.
The teaching staff member, in considering the use of privately-owned technology, will ensure such approval does not provide any advantage or benefit to the student who owns such technology over the student who does not own such technology. The teaching staff member will not approve the use of privately-owned technology if the teaching staff member determines the use would be advantageous or beneficial to the student who owns such technology over the student who does not own such technology.

The school district assumes no responsibility for any privately-owned technology brought to school by a student. The student shall be responsible for the proper operation and use of any privately-owned technology brought to school. School staff members shall not be responsible for the effective use and/or technical support for any privately-owned technology.

Approved personal devices that are connected (wired or wirelessly) to the School District’s network are subject to routine diagnostic scans, and can be denied network access in the event of a (real or perceived) security risk. Furthermore, it is the sole responsibility of the owner that their device is secured to prevent unauthorized access to said device. Dunellen Public Schools accepts no liability for the security of this data.

The school district shall assume no responsibility for the security of or damage to any privately-owned technology brought to school by a student. Students are encouraged to purchase private insurance for loss, damage, or theft of any privately-owned technology the student brings to school.

Adopted: 27 May 2014
The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist students in drawing the greatest benefit from the offerings of the instructional program, in identifying educational options, and in making choices in vocational and academic planning.

A program of guidance and counseling shall be offered to all students in grades kindergarten through twelve and shall involve the coordinated efforts of all teaching staff members under the leadership of certified guidance and counseling personnel.

The Superintendent is directed to implement a guidance program that carries out the purposes of this policy and:

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parent and shares parents' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. Is available equitably to all students and prohibits biased counseling and the use of materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability; and
8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

N.J.A.C. 6A7-1.7; 6A:8-3.2
N.J.A.C. 6A:19-1.2;6A:8-2.2

Adopted: 9 August 1997
Revised: 21 December 1999
Reviewed: 6 May 2003
Revised: 9 May 2005 citation only
Revised 16 August 2016
R 2411  GUIDANCE COUNSELING

A. Counseling services

1. The purpose of counseling services is to train students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from their education and life experiences.

2. Counseling services will include
   a. Career and academic planning through consideration of personal interests, past and potential performance, and present opportunities;
   b. Personal development including adjustment to situational problems, understanding of the consequences of personal behavior, and referral to assistance where appropriate; and
   c. Crisis counseling to assist students undergoing extreme emotional reactions that disrupt immediate functioning, including post-crisis planning and referral for treatment as necessary.

3. All counseling services shall be free of bias on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual, gender, gender identity or expression, socioeconomic status, or disability.

B. Consulting services

1. The purpose of consulting services is the improvement of the instructional program and the delivery of educational services by the collaboration of those staff members responsible for the instructional program and the development of individual students.

2. Consulting services will include
   a. Identification of the needs of students;
   b. Identification, evaluation, and program implementation of students with special needs;
   c. Development and implementation of preventive and supportive programs to address such problems as student attendance, violence, and suicide;
   d. Alerting professional staff to the purposes, functions, and availability of guidance and counseling services;
e. Encouragement of cooperation among teaching staff members and parent in resolving individual student problems and addressing student needs;

f. Establishment and maintenance of fruitful relationships with state and local agencies for the purpose of professional referral and the sharing of experiences;

g. Cooperation with business and industry to facilitate student job placement and vocational training; and

h. Maintenance of a library of occupational and educational information.

C. Evaluation

The program of guidance and counseling will be reviewed annually to determine its strengths and weaknesses. The following information may be gathered and analyzed in that review:

1. Annual record of graduate placements in post-secondary situations;

2. Assessments of past graduates as to the effectiveness of guidance services received in the high school;

3. Results of surveys of parent or legal guardian and staff evaluations of guidance services;

4. Analysis of the efficacy of outside referrals;

5. Assessments by persons not employed in the school district and expert in the field of guidance and counseling; and

6. The personal evaluations of the guidance and counseling staff members to identify weaknesses in the administration of the program.

Adopted: 9 August 1997
Revised: 21 December 1999
Reviewed: 6 May 2003
Revised: 23 February 2004
Revised: 16 August 2016
2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

The Board of Education will provide instructional services to an enrolled student whether a general education student in Kindergarten through grade twelve or a special education student age three to twenty-one at the student’s home or another suitable out-of-school setting when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or has a need for treatment which precludes participation in their usual education setting. These services will be provided when a student is determined by the school physician to need confinement at their residence or other suitable out-of-school setting and the projected need for confinement is for ten consecutive school days or fifteen cumulative school days or more during the school year.

Requests for home instruction shall include a written determination from the student’s physician documenting the projected need for the student’s confinement to their residence or other treatment setting for ten consecutive school days or fifteen or more cumulative school days during the school year. The written determination from the student’s physician shall be forwarded to the school physician, who shall verify the need for home instruction. The parent(s) or legal guardian(s) shall be notified concerning the school physician’s verification or reason(s) for denial within five school days after receipt of the written determination by the student’s physician.

The school district shall provide instructional services within five school days after receipt of the school physician’s verification or, if verification is made prior to the student’s confinement, during the first week of the student’s confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school district will maintain a written plan for the delivery of instruction and the teacher providing instruction shall be appropriately certified for the subject, grade level, and special needs of the student pursuant to N.J.A.C. 6A:9. The teacher shall provide one-on-one instruction in accordance with the requirements of N.J.A.C. 6A:16-10.1(c)3.

For a student with disabilities, the home instruction shall be consistent with the student’s IEP to the extent appropriate and shall meet the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8. When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student’s IEP.
For a student without disabilities, the home instruction shall meet the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8 and the district’s requirements for promotion at that grade level. When the provision for home instruction for a student without disabilities will exceed sixty calendar days, the school physician will refer the student to the Child Study Team for evaluation according to the requirements of N.J.A.C. 6A:14.

The school district shall be responsible for the costs of providing instruction for students as required by N.J.A.C. 6A:16-10.1(b).

The Board reserves the right to withhold home instruction when the reason for the student’s confinement is such as to expose a teacher to a health hazard or dangerous home situation, a parent(s) or legal guardian(s), or other responsible adult is not present during the hours of instruction, or the condition of the student is such as to preclude benefit from such instruction.

Students on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a student on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 9 August 1997
Revised: 20 May 2003
Revised: 4 December 2007
R 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

The Board of Education will provide instructional services to an enrolled student whether a general education student in Kindergarten through grade twelve or special education student age three to twenty-one, at the student’s home or another suitable out-of-school setting such as a hospital or rehabilitation program when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or has a need for treatment which precludes participation in their usual education setting, whether general education or special education.

A. Request For Home Instruction Due To A Temporary or Chronic Health Condition

1. The parent(s) or legal guardian(s) shall submit a request to the Principal or designee that includes a written determination from the student’s physician documenting the projected need for confinement at the student’s residence or other treatment setting for ten consecutive school days or fifteen cumulative school days or more during the school year.

2. The Principal or designee shall forward the written determination to the school physician, who shall review the written determination and verify the need for home instruction. The school physician may contact the student’s physician to secure additional information concerning the student’s diagnosis or need for treatment and shall either verify the need for home instruction or shall provide reasons for denial to the Principal or designee.

3. The Principal or designee shall notify the parent(s) or legal guardian(s) concerning the school physician’s verification or reasons for denial within five school days after receipt of the written determination by the student’s physician.

B. Providing Services

1. The school district shall provide instructional services within five school days after receipt of the school physician’s verification or, if verification is made prior to the student’s confinement, during the first week of the student’s confinement to the home or out-of-school setting.

2. The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency pursuant to N.J.A.C. 6A:14 for the
following categories of students:

a. A student who resides within the area served by this Board of Education and is enrolled in a public school program; or

b. A student who is enrolled in a nonpublic school that is located within the area served by this Board of Education pursuant to N.J.S.A. 18A:46A-1 et seq.

C. Requirements For Home or Out-of-School Instruction

1. The district shall establish a written plan for the delivery of instruction and maintain a record of delivery of instructional services and student progress for each student receiving home or out-of-school instruction.

   a. For a student without disabilities whose projected confinement will exceed thirty consecutive calendar days, the Principal or designee shall coordinate the development of an Individualized Program Plan (IPP) for the student within no more than thirty calendar days from the date on which the school district received the school physician's verification that the period of confinement would likely exceed this thirty consecutive calendar day threshold.

2. The teacher providing instruction shall be appropriately certified for the subject, grade level, and special needs of the student pursuant to N.J.A.C. 6A:9, Professional Licensure and Standards.

3. The teacher shall provide one-on-one instruction for no fewer than five hours per week on three separate days of the week and, if the student is physically able, no fewer than five hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the student’s classroom.

   a. If home instruction is provided to students in a small group rather than through one-on-one instruction, the minimum number of hours of instruction per week for the group shall be determined by multiplying the number of students in the group by five hours. The hours of instruction shall be provided on no fewer than three separate days during the week.

4. For a student with disabilities, the home instruction shall be consistent with the student’s Individualized Education Plan (IEP) to the extent appropriate and shall meet the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8, Standards and Assessment. When the provision of home instruction will exceed thirty
consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student’s IEP.

5. For a student without disability, the home instruction shall meet the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8, Standards and Assessment, and the district’s requirements for promotion at that grade level. When the provision of home instruction will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation according to the requirements N.J.A.C. 6A:14.

Adopted: 4 December 2007
The Board of Education recognizes that certain conditions place children at risk of not acquiring the knowledge, skills, behaviors, and attitudes necessary for school success, school completion, and successful functioning as an adult in society.

A "student at risk" means a student who is in danger of failure to achieve the New Jersey Core Curriculum Content Standards and the high school graduation requirements or dropping out of school because of specific cognitive, affective, economic, social, and/or health needs. The conditions that may place a student at risk include the student’s failure to acquire the essential skills needed to stay on grade level or the student’s performance below minimum levels of proficiency; history of adjustment or behavioral problems; placement on long-term suspension for violation of school rules; history of poor school attendance; limited English proficiency; being disruptive or disaffected; pregnancy or parenthood; failure to qualify for promotion or graduation; condition of poverty as defined by his/her eligibility for free meals or free milk and/or exhibiting other characteristics identified by the Board.

Programs and services for students at risk shall meet the goals of:

1. Enhancing the health, self-esteem, and acquisition of the life skills necessary for age-appropriate development and productive functioning in the school setting and society;

2. Identifying and assisting students who are not meeting standards for behavior and achievement in areas such as attendance, conduct, and mastery of the curriculum, as well as performing below state minimum levels of proficiency; and

3. Improving the school climate so that students experience school as a safe, supportive, and disciplined place where academic and interpersonal growth and learning can take place.

Programs and services for students at risk may be offered during the regular school day, beyond the regular school day, or during the summer. Any such programs and services that do not require the services of a teaching staff member or cannot be reasonably accommodated in the school setting may be delivered by qualified persons who are not necessarily certified but are supervised by appropriately certified teaching staff members.

The Board shall provide staff training necessary to implement the programs and services for students at risk.

N.J.A.C. 6:8-1.1 et seq

Adopted: 9 August 1997
Revised: 21 October 2000; 20 May 2003
Reviewed: April 23, 2013
REGULATION

DUNELLEN SCHOOL DISTRICT

PROGRAM
R 2414/page 1 of 2
At Risk Students

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R2414 AT RISK STUDENTS

A. Assessment

1. School district personnel will use a variety of tests and/or assessments to determine if a student should be categorized as at risk of not meeting the proficiencies of the New Jersey Core Curriculum Content Standards.

2. Information regarding the district's assessment program, along with interpretive materials, will be released to the public as required by rules of the State Board of Education.

B. Basic Skills Improvement Program

The Basic Skills Improvement Program is to be prepared and recommended to the Board:

1. The enrollment in preventive and remedial programs of compensatory education of students who do not meet New Jersey Curriculum Content Standards;

2. The screening of students, within one month of enrollment, to determine whether they should be enrolled in preventive and remedial programs;

3. Supplemental instructional and related activities and services responsive to identified deficiencies and designed to meet the academic, social, economic, and environmental needs of students;

4. Evaluation of the progress of students toward proficiency in meeting the New Jersey Core Curriculum Content Standards;

5. Evaluation of the effectiveness of the district compensatory education program, in terms of student gains and other relevant factors;

6. A detailed budget for the administration, personnel, supplies, equipment, training of staff, and health and community services required for the compensatory education program.

7. Both the student and the student’s parent or legal guardian will be notified of the student’s need for compensatory education. Notification will be made in writing in the language or mode of communication that is understood by the student and the parent or legal guardian.

8. Continuing communication between the teaching staff members and the parent(s) or legal guardian(s) of students receiving at risk education;

9. Evaluation and remediation of students who demonstrate deficiencies at the end of the eleventh grade and during the twelfth grade will be conducted in accordance with Policy
No. 5460 on High School Graduation;

10. Programs and services may be offered during the regular school day, beyond the school day or in the summer;

11. The Board shall provide training for the staff necessary to implement the programs and services for students at risk.

Adopted: 9 August 1997
Revised: 21 October 2000; 20 May 2003
The No Child Left Behind Act (NCLB) of 2001 is a reauthorization of the Elementary and Secondary Education Act (ESEA)/Improving America's Schools Act (IASA) 1994, providing funds to help all New Jersey's school children achieve, at a minimum, proficiency in the State standards. NCLB embodies four key principles or pillars of education reform: accountability, flexibility, choice, and methodology. The Board of Education elects to augment the instructional program of students by projects supported by federal funds allocated under NCLB and the district will comply with the requirements of all the programs authorized by NCLB.

The district may be eligible for several grant programs funded through NCLB, including, but not limited to, Title I through Title VI. Many of the Titles of NCLB have several parts and subparts that provide a funding source for specific purposes.

Application Procedure

The district will submit an annual No Child Left Behind Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and NCLB for the district to be considered for funding under NCLB.

Covered Programs

The intent of NCLB is that all children will meet State academic achievement standards to reach their potential through improved programs. The NCLB Consolidated Formula Subgrant includes the following programs:

1. Title I, Part A provides the programs and resources for disadvantaged students to meet this intent. It requires the State and the district to close the achievement gap by placing a highly qualified teacher in every classroom, improving the qualifications of paraprofessionals who work with disadvantaged students, and using instructional practices that have proven to be effective.

2. Title I, Part D serves neglected and delinquent youth in institutions, community day programs, and correctional facilities to assure they also attain high academic levels of performance.

3. Title II, Part A provides the resources for improving teacher and Principal quality and increasing the number of highly qualified teachers and Principals in classrooms and schools, thereby raising student achievement in the academic subjects. It focuses on preparing, training, and recruiting high-quality teachers.
and Principals and requires the State to develop plans with annual measurable objectives that will ensure all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

4. Title II, Part D facilitates comprehensive and integrated educational technology strategies that target the specific needs of individual schools. It improves student academic achievement through the use of technology in elementary and secondary schools, while addressing the digital divide such that every student is technologically literate by the end of eighth grade. Effective integration of technology resources and systems with teacher training and curriculum development are encouraged in order to identify and showcase best practices in educational technology.

5. Title III, Part A focuses on the teaching of English to limited English proficient (LEP) children, including immigrant children and youth.

6. Title IV, Part A provides resources for fostering a safe and drug-free learning environment that supports academic achievement.

7. Title V, Part A provides a flexible source of funding to help districts in the development and implementation of various innovative reform initiatives.

8. Title VI, Part B addresses the unique needs of rural school districts.

9. Title IX covers the general provisions applicable to some/all of the programs.

Throughout NCLB, the use of solid research to improve teaching and learning as well as student behavior is required and promoted, and parent(s)/legal guardian(s) are provided with information and options to improve the educational opportunities provided for their children. The emphasis on scientifically based methodology encourages the use of teaching techniques and practices that are founded on research and proven to produce positive results.

Title I

The largest federal program supporting elementary and secondary education is Title I. NCLB strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also establishes minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must use the best available measure for identifying children from low-income families to identify eligible school attendance areas, determine the ranking of each area and to determine allocations as identified in the Title I guidelines and regulations.
No Child Left Behind Programs

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English proficient (LEP) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

Type of Title I Program

The school district will offer a Target Assistance Title I program.

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

Academic Standards, Academic Assessments and Accountability

The district will comply with the requirements as outlined in Policy 2415.01 - Academic Standards, Academic Assessments and Accountability in accordance with the NJDOE and NCLB.

Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I - Fiscal Responsibilities in accordance with the NJDOE and NCLB.

Staff

The district will comply with the requirements as outlined in Policy 2415.03 - Highly Qualified Teachers in accordance with the NJDOE and NCLB. In addition, the district will ensure all paraprofessionals meet the requirements as required by NCLB and as outlined in Policy 4125 - Employment of Support Staff Members.

Parental Involvement

The district will comply with the requirements as outlined in Policy 2415.04 - Parental Involvement in accordance with the NJDOE and NCLB.
Student Surveys, Analysis and/or Evaluations

The Protection of Student Rights Amendment (PPRA) applies to school districts that receive federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Student Surveys, Analysis and/or Evaluations in accordance PPRA.

Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous or in accordance with the Victims of Violent Criminal Offenses as outlined in NCLB, the district will comply with the requirements of Policy 2415.06 - Unsafe School Choice Option in accordance with the NJDOE and NCLB.

Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and federal guidelines.

Capital Expenses

The Superintendent will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school students; ensure accounts for any capital funding is separately maintained; assure lease purchase agreements are consistent with applicable statute and administrative code.

Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

Evaluation

The Superintendent will evaluate the NCLB programs as required by the United States and the New Jersey Departments of Education.

No Child Left Behind Act of 2001
R 2415   TITLE I SERVICES

The Board of Education elects to augment the instructional program of educationally deprived students by projects supported by federal funds allocated under Title I - The Improving America’s Schools Act of 1994 (IASA) (Public Law 103-382) Part A and Part C Subpart 2.

I. Purpose

The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.

II. Title I Grants

The school district is eligible to receive a Basic Grant. The amount of the grant shall be in accordance with Federal and State Title I guidelines. The school district may be eligible for the following Title I grants:

A. Basic Grant - The school district is eligible for a Basic Grant based on State expenditure levels, county poverty levels and number of eligible children in accordance with the Title I guidelines and regulations.

B. Concentration Grants - The county may be eligible for a Concentration Grant based on the number of Title I eligible children in the county or on the county’s poverty rate. The school district is eligible for the Concentration Grant if the county does not qualify for the grant and if the school districts where student poverty rates exceed those of the county where they live. Concentration Grants will be distributed to the county and/or the school district in accordance with all Title I guidelines and regulations.

C. Target Grants - The school district is eligible to receive a Target Grant if it has at least ten formula children and if the number of low income children is at least five percent of the total school population, aged 5 to 17 years old. Target Grants will be distributed in accordance with the Title I guidelines and regulations.

III. Application Procedure

A. The school district will submit an application and plan for Consolidated Grant funds to the New Jersey Department of Education for approval. The school district plan and application must describe:

1. any additional high quality assessments, if any, other than those described in the State Plan, that the school district and the individual schools will use to:

   a. determine success in meeting the State’s student performance standards;
b. provide information on individual student progress;

c. assist in diagnosis, teaching and learning in the classroom that will enable children served under the Title I to meet the State standards and attain success in the local curriculum;

d. determine that revisions are needed to Title I projects to facilitate the above.

2. indicators that will be used to provide information on individual student progress toward meeting the State performance standards and to aid in improving instruction;

3. the professional development activities;

4. poverty criteria used to select eligible school attendance areas;

5. how students most in need of services in non school-wide schools will be selected;

6. how the school district will coordinate and integrate services provided with other educational services, federal programs and programs provided by other State agencies, at the school district or individual school level;

7. plans to provide for and include eligible children in private schools;

8. how school improvement and corrective action will be carried out;

B. The school district will develop the Title I plan in consultation with parents or legal guardians of children in schools served under Title I.

IV. Program Requirement, Determination and Allocation of Funds

A. Determination - Title I funds will be used only in eligible school attendance areas as designated in the Title I guidelines and regulations. In order for a school to be designated as an eligible school attendance area, for Title I purposes, the percentage of children from low-income families in the school attendance area must be at least as high as the percentage of children from low-income families in the school district as a whole.

B. Ranking Order - The school district may rank its attendance areas by grade-span grouping or for the entire school district. If funds are insufficient to serve all eligible school attendance areas, the school district will:

1. annually rank, without regard to grade-span, eligible school attendance areas in which the concentration of children from low income families exceeds 75 percent from highest to lowest according to the percentage of children from low income families; and
2. serve such eligible school attendance areas in rank order.

C. Remaining Funds - If funds remain after serving these eligible school attendance areas, a school district will:

1. annually rank such agency’s remaining eligible school attendance areas from highest to lowest either by grade span or for the entire local educational agency according to the percentage of children from low-income families; and

2. serve such eligible school attendance areas in rank order either within each grade-span grouping or within the school district as a whole.

D. Measures of Identification - The school district will use the best available measure for identifying children from low-income families to identify eligible school attendance areas, determine the ranking of each area and to determine allocations. This measure shall be the number of children ages 5 through 17 in poverty counted in the most recent census date, the number of children eligible for free and reduced-price lunches under the National School Lunch Act, the number of children in families receiving assistance under the Aid to Families with Dependent Children program, the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators. This requirement is not applicable if the school district has a total enrollment of less than 1,000 children.

E. Waiver for Desegregation Plan - The U.S. Secretary of Education may approve the school district’s written request for a waiver of the eligible attendance area requirements in accordance with Title I guidelines and regulations.

F. School District Discretion - In general the school district may:

1. designate as eligible any school attendance area or school in which at least 35 percent of the children are from low income families;

2. use Title I funds in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency.

3. elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if:

   a. the school meets the comparability requirements;

   b. the school is receiving supplemental funds from other state or local sources; and
c. the funds expended from other sources are equal to or exceed the amount that would be provided under Title I.

4. SPECIAL RULE: If a Local Educational Agency (LEA) chooses not to serve an eligible school attendance area, the number of children attending private elementary and secondary schools who are to receive services, and the assistance such children are to receive under this part, shall be determined without regard to whether the public school attendance area in which such children reside receives Title I funds.

G. Allocations: In general:

1. The school district will allocate Title I funds to eligible school attendance areas or eligible schools, in rank order, on the basis of the total number of children from low-income families in each area or school.

2. The per-student amount of funds allocated to each school attendance area or school shall be at least 125 percent of the per student amount of funds the school district received for that year under the poverty criteria described by the school district’s plan. This will not apply if the school district only serves schools in which the percentage of such children is 35 percent or greater.

3. The school district may reduce the amount of funds allocated for a school attendance area or school by the amount of any supplemental state and local funds expended in that school attendance area or school for programs that meet the requirements for school-wide or targeted assistance schools.

4. The school district will reserve Title I funds as necessary to provide services comparable to those provided to children in schools funded with Title I funds to serve:

   a. where appropriate, eligible homeless children who do not attend participating schools, including providing educationally related support services to children in shelters;

   b. children in local institutions for neglected or delinquent children; and

   c. where appropriate, neglected and delinquent children in community day school programs.

H. Children Enrolled in Private Schools - The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children. The school district will contact the private school in writing and consult with private school officials before the school district makes any decision that affects the private school children. This consultation shall include the following:
1. criteria for low income;

2. how the children’s needs will be identified;

3. what services will be offered;

4. how and where the services will be provided; and

5. how the services will be assessed and the size and scope of equitable services to be provided to the eligible private school children and the proportion of funds allocated for such services.

The school district will keep records of the consultation with the private school officials and funds will be allocated to private schools in accordance with Title I guidelines and regulations.

I. Coordination Requirements - The school district will provide the State Department of Education assurances that it will provide the maximum coordination between the Title I program, the regular school program and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, disabled children and Limited English Proficient (LEP) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I service, even if they arrive in the school year, are served.

J. Application Procedures - The school district may apply for Consolidated Title funds under Basic Grants, Concentration Grants and Local Neglected or Delinquent (N or D) Grants either individually or cooperatively with other school districts in accordance with Title I guidelines and regulations.

K. Submission of Application - The school district will submit its Consolidated Grants application and supporting information in accordance with Title I guidelines and regulations.

L. Application Review - The Department of Education will review the school district’s application in accordance with Title I guidelines and regulations.

V. Fiscal Requirements

A. The amount of funds the school district may be entitled to is based on the school district formula count as indicated in the Title I guidelines and regulations. The school district will use Title I funds for projects designed to provide supplemental services to meet the special educational needs of educationally deprived children at the (preschool, elementary and secondary) school levels. Title I funds will only be used to pay for authorized activities as indicated in the school district’s application and plan and as provided for in the Title I guidelines and regulations.
Title I Services

B. Utilization - The school district may use Title I funds for projects designed to provide supplemental services to meet the special education needs of educationally deprived children at the preschool, elementary and secondary school levels. Funds will be used and the funds will only pay for Title I activities in accordance with Title I guidelines and regulations.

C. Maintenance Of Effort - The school district may receive the full Title I allocation if the State Department of Education determines that either the school district’s per student expenditures or aggregate expenditures of State and local funds for free public education in the preceding year were not less than 90 percent of the expenditures for the second preceding year. The school district’s allocation will be reduced by the exact percentage that the school district failed to meet the 90 percent level.

D. Comparability of Services - Title I funds will be used only to supplement the district's regular programs and will not be used to supplant state and local funds received by this district. The school district will use state and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance. Moreover, state and local funds will be used to provide comparable services in all schools receiving Title I assistance.

In order to achieve comparability of services, the Board directs the Superintendent to assign teachers, administrators, and auxiliary personnel and to provide curriculum materials and instructional supplies to schools and classes in such a manner as to insure equivalence throughout the district in professional services and educational materials.

Title I services provided to private school students will be equivalent to those provided to public school students.

E. Supplement - The school district will use Title I funds to supplement, and to the extent practicable, increase the level of funds that would, in the absence of such funds, be made available from non-federal sources for the education of students participating in Title I programs and projects.

F. Capital Expenses - The school district may apply to the State Department of Education for costs associated with capital expenses incurred to provide equitable services for eligible private school children.

G. Property - Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with state and federal guidelines.
34 CFR Part 200
20 U.S.C.A. 6301 et seq.
Title I Program Guidelines, New Jersey Department of Education

Adopted: 9 August 1997
Revised: 1 February 2000
The No Child Left Behind Act of 2001 (NCLB), a reauthorization of the Elementary and Secondary Education Act (ESEA), requires New Jersey to implement a single accountability system to include challenging academic content and academic achievement standards. The accountability requirements under NCLB were built on the foundation of the former Improving America’s Schools Act (IASA).

To meet the Federal requirements, New Jersey has adopted the New Jersey Single Accountability System. State assessments in language arts literacy and mathematics are based on the New Jersey Core Curriculum Content Standards. All students enrolled in New Jersey public schools, plus all student subgroups, must meet the proficiency benchmarks to ensure the goal of 100% proficiency. Students must score either “proficient” or “advanced proficient” on the assessments to be counted toward meeting the benchmarks.

Schools are evaluated using adequate yearly progress (AYP) indicators. Student achievement is determined by grade span (Elementary School – grades three through five, Middle School – grades six through eight, and High School – grades nine through twelve) and in each content area. There are indicators that must be met (including participation and proficiency rates) plus a secondary indicator. A safe harbor calculation is applied to measure significant progress if the benchmark is missed. When a school does not meet AYP for two consecutive years in the same content area, it is designated as a “school in need of improvement.”

AYP shall be calculated for all New Jersey schools under the provisions of NCLB. Schools that do not meet AYP as defined under NCLB are placed into one of the following categories. Title I schools in need of improvement must implement the sanctions for each category.

Year 1 - Early Warning: A school that does not make AYP for one year is placed into “early warning” status.

Year 2 - In Need of Improvement/School Choice: A school that does not make AYP for two consecutive years in the same content area is designated as a “school in need of improvement.” Parents/legal guardians shall be promptly notified if their child’s school has been designated as in need of improvement. For Title I schools certain interventions apply, including intradistrict school choice (or supplemental educational services if choice is not available) and development of a school improvement plan (Title I Unified Plan). The district must offer the school technical assistance to address the areas that caused the school to be in need of improvement. Parents/legal guardians shall be notified of their right to request intradistrict public school choice and parents/legal guardians of eligible students shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.
Year 3 - In Need of Improvement/Supplemental Educational Services (SES): A school that does not make AYP for three consecutive years in the same content area shall continue to be identified as a “school in need of improvement.” The Title I school must continue to offer intradistrict school choice and must also offer SES to eligible students. Technical assistance must continue to be offered by the district, parents must receive notification of the school’s status, and the school improvement plan (Title I Unified Plan) is updated annually. Parents/legal guardians of eligible students shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.

The New Jersey Department of Education (NJDOE) offers school support by engaging a team of experienced professionals to conduct an extensive school review called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA team interviews stakeholders and staff, reviews school and district documents, and conducts on-site observations to develop a report that contains recommendations for school improvement, which then becomes part of the Title I Unified Plan.

Year 4 - Corrective Action: A school that does not make AYP for four consecutive years in the same content area is identified as a school in corrective action. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status, revise its school improvement plan (Title I Unified Plan), and receive technical assistance from the district and the NJDOE.

The district must take at least one of the following corrective actions:

1. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.

2. Institute a new curriculum grounded in scientifically-based research and provide appropriate professional development to support its implementation.

3. Extend the length of the school year or school day.

4. Replace the school staff who are deemed relevant to the school not making adequate progress.

5. Significantly decrease management authority at the school.

6. Restructure the internal organization of the school.
7. Appoint one or more outside experts to advise the school how to revise and strengthen the improvement plan it created while in school improvement status and how to address the specific issues underlying the school’s continued inability to make AYP.

Year 5 - Planning for Restructuring: A Title I school that does not make AYP for five consecutive years in the same content area must plan to restructure. The restructuring plan is implemented at the beginning of the following school year if the school continues to miss AYP benchmarks and moves to Year 6. During the planning year, the Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status and invite parent input during the restructuring process, and receive technical assistance from the district and the NJDOE. The technical assistance design for a school being restructured emphasizes the following:

1. The importance of improving instruction by using strategies grounded in scientifically-based research so that all children in the school achieve proficiency in the core academic subjects of language arts and mathematics.

2. The importance of analyzing and applying data in decision-making.

The restructuring plan must include one of the following alternative governance systems for the school as outlined by NCLB regulations and consistent with New Jersey practice and statutes:

1. Implement any major restructuring of the school’s governance that is consistent with the principles of restructuring as set forth in the No Child Left Behind Act.


3. Replace all or most of the school staff, which may include the Principal, who are relevant to the school’s inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

Year 6 – Restructuring-1: A Title I school that does not make AYP for six consecutive years in the same content area must implement the approved restructuring plan. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status and invite parent input and support during the implementation process, and receive technical assistance from the district and the NJDOE. Technical assistance is critical to help school staff remain focused on increasing student achievement while the school is adjusting to potentially radical changes in its administration and governance structures. A CAPA visit will occur at the school to determine the fidelity of
implementation of the restructuring plans and to review the governance structure of the school.

Year 7 (and over) – Restructuring-2 (and over): If the school has not made AYP for seven or more consecutive years, the NJDOE will meet with school and district administrators to continually review implementation of the restructuring plan/Title I Unified Plan. Benchmark meetings with NJDOE staff, the school, and the district will occur twice a year to assess and support implementation of the school improvement plan.

Removal from Early Warning/Improvement Status: To be removed from early warning or improvement status, the school must make AYP for two consecutive years in the content area that caused the school to go into status, providing the school makes AYP in the other content areas. The first year of making AYP is a “hold year” and the school does not progress to the next sanction level, but must continue to implement current interventions. If the school does not make AYP the year following “hold,” the school goes back into improvement status at the level prior to the hold year.

No Child Left Behind Act of 2001, §1111

Adopted: 2 March 2004
Revised: 5 March 2013
2415.02 TITLE I - FISCAL RESPONSIBILITIES

The Dunellen Board of Education will comply with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001.

Maintenance of Effort

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(a), the Dunellen Board of Education will maintain a combined fiscal effort per student, or aggregate expenditures, of State and local funds with respect to the provision of the free public education in the Local Education Agency (LEA) for the preceding fiscal year that is not less than ninety percent of the combined fiscal effort per student, or the aggregate expenditures, for the second preceding fiscal year.

Comparability with Multiple Schools

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(c), the Dunellen Board of Education directs the Superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that the equivalence of personnel is ensured among schools.

Comparability of Materials and Supplies

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(c), the Dunellen Board of Education directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that the equivalence of such material is ensured among schools.

No Child Left Behind Act of 2001, §1120A

Adopted: 2 March 2004
2415.03 HIGHLY QUALIFIED TEACHERS

The No Child Left Behind Act (NCLB) requires all teachers be or become highly qualified in the core academic content area(s) they teach in accordance with the United States Department of Education and the New Jersey Department of Education highly qualified teacher requirements.

Teachers who have achieved highly qualified status retain highly qualified status permanently for the teaching assignment designated on the approved highly qualified teacher forms. No teacher providing direct instruction in core content areas is grandfathered or exempt from this process.

The district shall maintain the appropriate highly qualified documentation for all teachers who provide direct instruction in core content areas. When a teacher changes teaching assignments, which requires different content expertise, additional highly qualified teacher forms must be completed and kept on file within the district. Highly qualified teacher documentation should be completed for all new teachers and for those with new teaching assignments at the beginning of each school year.

When a teacher obtains employment in a new school district, the new district must contact the previous place of employment to have the teacher’s official highly qualified teacher forms sent to the new district. A teacher hired from another State must hold New Jersey certification and must meet New Jersey’s highly qualified teacher requirements. Out-of-State teachers may provide documentation to support their highly qualified teacher status from the previous State in which they taught.

All Title I schools must send out a Right-to-Know letter in the beginning of every school year informing parent(s) or legal guardian(s) that they have the right to know the qualifications of their child’s teacher. The letter should be sent by all Title I and non-Title I districts. In addition, in all Title I schools, the parent(s) or legal guardian(s) of students whose teacher is not yet highly qualified must be notified. Copies of these letters must be kept on file in the school.

No Child Left Behind Act of 2001, §1119

Adopted: 2 March 2004
Revised: 11 May 2010
The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with Section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

The school district will incorporate this District-Wide Parental Involvement Policy into its school district’s plan developed under Section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.

If the school district’s plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the New Jersey Department of Education.

In the event the school district is required to reserve and spend at least one percent of the district’s Title I, Part A allocation, the school district will involve the parents of children served in Title I, Part A schools in decisions about how these funds will be spent and will ensure that not less than ninety-five percent of the one percent reserved goes directly to the schools.

The school district will be governed by the following statutory definition of parental involvement, and expects Title I schools in the district will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

1. That parents play an integral role in assisting their child’s learning;
2. That parents are encouraged to be actively involved in their child’s education at school;

3. That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and

4. The carrying out of other activities, such as those described in Section 1118 of the ESEA.

In the event the State of New Jersey or the New Jersey Department of Education has a Parental Information and Resource Center, the school district will inform parents and parental organizations of its purpose and existence.

Below is a description of how the district will implement or accomplish each of the following components outlined below (Section 1118(a)(2), ESEA):

1. The district will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA:
   a. Superintendent Roundtables
   b. Principal Roundtables
   c. Open Board of Education Meetings

2. The district will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
   a. Superintendent’s Roundtable
   b. Principal’s Roundtable
   c. Title I Parent Meetings
   d. ESEA Committee Meetings

3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
4. The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:

a. Title I Parent Meetings
b. Family Reading & Family Math Nights
c. ESL Family Nights

5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play):

a. Superintendent’s Roundtables
b. Principal’s Roundtables
c. ESEA Committee Meetings

The school district will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:

- New Jersey’s student learning standards;
- New Jersey’s student academic achievement standards;
- The New Jersey and local academic assessments including alternate assessments;
- The requirements of Part A;
- How to monitor their child’s progress; and
- How to work with educators.

   a. Back to School Nights
   b. Title I Parent Meetings
   c. Parent-Teacher School Conferences

2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

   a. Title I Parent Meetings
   b. Title I Parent Trainings

3. The school district will, with the assistance of its schools and parents, educate its teachers, student services personnel, Principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

   a. Collaborative teacher planning
   b. Teacher professional development
   c. School/District professional development committees
4. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in fully participating in the education of their children, by:

a. ESL Parent Meetings
b. Title I Parent Meetings
c. Family Nights

5. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

a. District web site
b. Calendars

ADOPTION

This District-Wide Parental Involvement Policy has been developed jointly, and agreed on with parents of children participating in Title I, Part A programs. This Policy will be distributed to all parents of participating Title I, Part A children in an understandable and uniform format and, to the extent practicable, in a language the parents understand, at the beginning of each school year or when the child is determined eligible and begins participating in Title I, Part A programs.

United States Department of Education Non-Regulatory Guidance – Appendix D- District-Wide Parental Involvement Policy
Adopted: 2 March 2004
Revised: 1 November 2011
Reviewed: 11 September 2012
Reviewed: 10 September 2013
Reviewed: 23 September 2014
Reviewed: 1 September 2015
Reviewed: 27 September 2016
Reviewed: 15 August 2017
Reviewed: 14 August 2018
Reviewed: 13 August 2019
The New Jersey Department of Education (NJDOE) is required to establish an Unsafe School Choice Option (USCO) Policy per the Elementary and Secondary Act (ESEA) of 1965, as reauthorized under the Federal Every Student Succeeds Act of 2015 (ESSA). The USCO Policy requires that students who attend a persistently dangerous public elementary or secondary school as determined by the NJDOE, or become victims of a violent criminal offense while in or on school grounds of a public school that they attend, be allowed to attend a safe public school within the district. The USCO provision under the ESSA contains two provisions that apply to school districts that receive funds under ESSA: Provision I - Persistently Dangerous Schools and Provision II - Victims of Violent Criminal Offenses.

Effective the beginning of each school year, school districts receiving ESSA funds must be prepared to complete the transfer of students who choose to exercise Provision I and Provision II of this USCO Policy. Compliance with the Policy is a condition of receiving funds under any and all titles under ESSA. The Superintendent is required to certify compliance with this USCO Policy to the NJDOE in the application for ESSA funds.

USCO Policy Provision I - Persistently Dangerous Schools (PDS)

1. **Criteria for Determining PDS.**

   A persistently dangerous school is a public elementary or secondary school building (except for Regional Day Schools, Educational Services Commissions and Special Services School Districts) that meets the objective criteria determined by the NJDOE for three consecutive years and is part of a school district that receives funds under ESSA. The NJDOE will use the most current available data from the Electronic Violence and Vandalism Reporting System (EVVRS) to identify PDS on or before July 31 of each year.

2. **Procedures and Guidelines for Schools Determined to be Persistently Dangerous.**

   A school district will be notified by the NJDOE on or before July 31 of each year if a school(s) in the school district has been identified as a PDS. Once the district receives notification a school is identified as persistently dangerous, the district must inform all parents of enrolled students in the school of the designation within fifteen calendar days of the date of the notice and offer them the option for their children to transfer to a safe public school within the district by the beginning of the respective school year. The district must complete all transfers by the beginning of the school year following the July notification.

   Students are not required to accept the transfer option, but they must be afforded the opportunity to do so. Parental notice regarding the status of the school and the offer to transfer students should be made simultaneously. Parents of enrolled
students must be notified of the persistently dangerous designation whether or not there is another school within the district for the transferring students.

To the extent possible, the district will allow transferring students to transfer to schools that have not been identified as low performing, under the State’s ESSA accountability system. When a transfer school is not available within the school district, the district may seek arrangements for students to transfer to the nearest charter school or neighboring district; however, this is not required. The district may take into account the needs and preferences of the affected students and parents.


If a school in the district is identified by the NJDOE as persistently dangerous, the district will submit to the NJDOE documentation of compliance with the parent notification requirement and actions taken to complete the transfer arrangements for all students exercising the option by the first day of the school year. Additionally, the district is required to develop and submit for approval a corrective action plan to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school with guidance for its corrective action plan, as well as monitor the school district’s timely completion of the approved plan.

In the spring of each following year, the NJDOE will re-evaluate the status of a school identified as persistently dangerous. The NJDOE will review the school’s progress towards completing its corrective action plan and compare the current year’s incidents of violence, as reported on the EVVRS, to the criteria for determining PDS. A school identified as maintaining the persistently dangerous designation will be notified by the NJDOE on or before July 31 of the respective year and will be required to submit for approval a revised corrective action plan by September 30 of that year, which will apply to the respective school year. The school district must inform all parents of enrolled students in the school of the designation within fifteen calendar days of the date of notice and offer them the option for their children to transfer to a safe public school by the beginning of the respective school year in accordance with 2. above.

A school no longer designated persistently dangerous will be notified on or before July 31 of the respective year. The persistently dangerous designation will be removed after one or more years contingent upon successful fulfillment of the criteria for removal, as determined by evidence of the school’s progress toward successfully completing the approved corrective action plan, and evidence of
incidents that no longer meet the criteria for determining PDS, described above, for one school year, the year in which the corrective action plan was in effect.

4. Procedures and Guidelines for Early Warning of Schools.

When a school meets the criteria set forth in this Policy for one year, the district will be informed of the types of offenses reported that have led to an early notification. This notification, on or before August 15 of each year, will be informational only. A school that no longer meets the criteria for PDS for one year will no longer be considered in early notification status. A school that meets the criteria for two consecutive years will move into early warning status outlined below.

If a school meets the criteria set forth in this Policy for two consecutive years, the district will be notified of the pattern of offenses on or before August 15 of each year. If notified, the district will develop and submit for approval a school safety plan to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The school safety plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide an early warning school with guidance for its school safety plan, as well as monitor the school’s timely completion of the approved plan. A school receiving an “early warning” notice is not required to provide the transfer option to students.

In the spring of each following year, the NJDOE will reevaluate the school’s progress towards completing its school safety plan and compare the current year’s incidents of violence, as reported on the EVVRS, to the criteria for determining PDS. The school will be notified of its status on or before July 31 of the respective year.

A school that no longer meets the criteria for PDS for one school year, the year in which the school safety plan was in effect, will no longer be required to submit a school safety plan.

A school that meets the criteria for PDS for a third consecutive year will be designated persistently dangerous and will be required to submit for approval a corrective action plan on or before September 30 of that year, which will apply to the respective school year and provide the transfer option to students in the school designated as persistently dangerous.

5. Schools Not Receiving ESSA Funds, but Meeting the Criteria for PDS.

School buildings and districts that do receive Federal funds under ESSA, but meet any one of the criteria for PDS will be contacted by the NJDOE and be required to develop
and submit for approval a school safety plan on or before September 30 of the respective year. The school safety plan must be completed in the format provided by the NJDOE and describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school with guidance for its school safety plan, as well as monitor the school’s timely completion of the approved plan.

6. Special Schools Meeting the Criteria for PDS.

Regional Day Schools, Special Services Districts, and Educational Services Commissions that meet the criteria for PDS will not be identified as such, but will be contacted by the NJDOE and required to develop and submit for approval a school safety plan on or before September 30 of the respective year. The school safety plan must be completed in the format provided by the NJDOE and describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school with guidance for their school safety plan, as well as monitor the school’s timely completion of the approved plans.

USCO Policy Provision II – Victims of Violent Criminal Offenses

The Unsafe School Choice Option provision under the ESSA requires a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the district, including a public charter school.

The individual victim provision of this Policy attempts to fulfill the requirement for the school district to provide relief to students who have been victimized, while providing a school with a practical means for making determinations on incidents of victimization that are within the purview of the school district. The individual victim section of this Policy has been crafted to enable school staff to make reasonable determinations and actions regarding this Policy. The Superintendent will consult with the Board attorney and communicate with designated local and/or county law enforcement authorities, per the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials and N.J.A.C. 6A:6-6.2(b)13, on questions and issues that arise in the implementation of the individual victims of violent criminal offenses section of this Policy.

1. Criteria for Determining Victims of Violent Criminal Offenses

The following criteria must be used to determine when an enrolled student has become a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school that the student attends. These criteria only apply to a student who has become a victim of one or more of the violent criminal offenses enumerated below:
A student is considered a victim of a violent criminal offense when:

a. A referral has been made to law enforcement officials for suspicion that one of the violent criminal offenses enumerated below has occurred; and

b. One or more of the following applies:

   (1) Law enforcement officials have filed formal charges against the offender(s) for commission of the violent crime; or

   (2) The offender(s) has received sanctions in accordance with the Board of Education’s Code of Student Conduct; or

   (3) The offender(s) either has not been identified or is not an enrolled student(s), but it is clear that the student (victim) has become a victim of a violent criminal offense based on objective indicators such as physical evidence, eyewitness testimony, and/or circumstantial evidence; or

   (4) The pre-existence of a restraining order against the offender(s).

2. Procedures and Guidelines

   Effective the first day of each school year, the district must be prepared to begin the transfer of any student who chooses to exercise the individual choice option provision. The district must offer, within fourteen calendar days of the incident, an opportunity to transfer to a safe public school within the district to any student who has become a victim of a violent criminal offense while in or on the grounds of a public school that the student attends. While the student must be offered the opportunity to transfer, the student may elect to remain at the school.

   To the extent possible, the district will allow any transferring student to transfer to a school that has not been identified as low performing, under the State’s ESSA accountability system. In addition, when a transfer school is not available within the district, the district may seek arrangements for a student to transfer to the nearest charter school or neighboring district; however, this is not required. The district may take into account the needs and preferences of the affected student and his or her parent(s). Transfers must occur within thirty days of the determination that the student was a victim of a violent criminal offense.

3. Violent Criminal Offenses

   The violent criminal offenses under New Jersey statutes that apply to the individual victim provision of this Policy are identified and explained below. The offenses
apply to completed offenses, as well as attempts to commit the offenses. The offenses and attempts to commit the offenses apply only when they occur in or on the school grounds, as defined in N.J.A.C. 6A:16-1.3, of the school that the student attends. The offenses apply whether they occur wholly or in part in or on the grounds of the school that the student attends. The offenses apply only to acts or attempts that are directed at a person (victim) or a group of specified individuals (victims), rather than acts that indiscriminately affect the entire school population or non-specified individuals or groups.

4. Applicable Violent Criminal Offenses

Below is a description of each applicable violent criminal offense that is based upon New Jersey statutes and references to statutory citations that provide complete explanations of each designated offense. The descriptions provided below are not intended to be a complete explanation of each offense or a substitute for the actual provisions of the authorizing statutes. Instead, the descriptions are provided as an aid in facilitating understanding of the general intent and practical applications of the violent criminal offenses that pertain to this Policy.

a. Homicide [N.J.S.A. 2C:11-2] - A student is a victim of a homicide when he or she is the child, sibling or other relative of a decedent, resulting from someone purposely, knowingly or recklessly causing the death of the student’s parent, sibling, or relative in or on school grounds.

b. Assault [N.J.S.A. 2C:12-1(A)(1-3) and 2C:12-1(B)(1-4)] - A person is a victim of an assault when the actor: purposely, knowingly, or recklessly causes bodily injury to the victim; negligently, recklessly, knowingly, or purposely causes bodily injury to the victim with a deadly weapon; attempts by physical menace to put the victim in fear of imminent serious bodily injury; or knowingly points a firearm at or in the direction of the victim, whether or not the actor believes it to be loaded.

c. Sexual Assault [N.J.S.A. 2C:14-2] - A student is a victim of a sexual assault when the student is a victim of an act of sexual contact when the victim is less than thirteen years old and the actor is at least four years older than the victim, or the student is a victim of an act of sexual penetration under any of the following circumstances:

(1) The victim is less than thirteen years old.

(2) The victim is at least thirteen, but less than sixteen years old; and the actor is at least four years older than the victim.
(3) The victim is at least sixteen years old, but less than eighteen years old; and the actor has supervisory or disciplinary power over the victim.

(4) The actor uses physical force or coercion.

(5) The victim is one whom the actor knew or should have known was physically helpless, mentally defective, or mentally incapacitated.

d. Bias Intimidation [N.J.S.A. 2C:16-1(A)] - A person is a victim of the crime of bias intimidation when an actor commits, attempts to commit, conspires with another to commit or threatens the immediate commission of an offense specified in Chapters 11 through 18 of Title 2C of the New Jersey Statutes; N.J.S.A. 2C:33-4; N.J.S.A. 2C:39-3; N.J.S.A. 2C:39-4 or N.J.S.A. 2C:39-5 in the following circumstances:

(1) With a purpose to intimidate a victim or a group of specified victims because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or

(2) Knowing that the conduct constituting the offense would cause a victim or a group of specified victims to be intimidated because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or

(3) Under circumstances that caused any victim of the underlying offense to be intimidated and the victim, considering the manner in which the offense was committed, reasonably believed either that:

   (a) The offense was committed with a purpose to intimidate the victim or any person or entity in whose welfare the victim is interested because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or

   (b) The victim or the victim’s property was selected to be the target of the offense because of race, color, religion, gender, handicap, sexual orientation, or ethnicity.

e. Terroristic Threat [N.J.S.A. 2C:12-3(A) and 2C:12-3(B)] - A person is a victim of a terroristic threat when the actor threatens to commit one of the violent criminal offenses enumerated under this Policy against the victim with the purpose to put the student in imminent fear of one of the violent crimes enumerated in this Policy under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it
Unsafe School Choice Option will be carried out. The definition of terroristic threat applies to N.J.S.A. 2C:12-3(a) insofar as the threat was directed at a person (victim) or a group of specified individuals (victims).

f. Robbery [N.J.S.A. 2C:15-1] - A person is a victim of a robbery when the actor, in the course of committing a theft, inflicts bodily injury; or uses force upon the victim; threatens the victim with or purposely puts the victim in fear of immediate bodily injury.

g. Kidnapping [N.J.S.A. 2C:13-1] - A person is a victim of a kidnapping when the actor unlawfully removes the victim from the school or school grounds; or the actor unlawfully confines the victim with the purpose of holding the victim for ransom or reward as a shield or hostage; or the actor unlawfully removes the victim from the school or school grounds or a substantial distance from where he or she is found in school or on school grounds; or if the actor unlawfully confines a student for a substantial period of time with any of the following purposes: to facilitate commission of a crime or flight thereafter, or to inflict bodily injury on or terrorize the victim.

h. Arson [N.J.S.A. 2C:17-1] - A person is a victim of arson when the actor purposely or knowingly starts a fire or causes an explosion in or on the grounds of a school whereby the victim or group of specified victims are in danger of death or bodily injury; or with the purpose of destroying or damaging the victim’s or group of specified victim’s property that is in the school or on school grounds.

Miscellaneous Provisions of USCO

1. Transfer Time Period – PDS

The transfer will be temporary and will be in effect as long as the student’s original school is identified as persistently dangerous.

2. Charter School Transfer Option

While ESSA permits affected students to be afforded the opportunity to attend a public charter school, in addition to a safe public elementary school or secondary school within the school district, the application of this provision in New Jersey is limited. Transfers to a charter school can only occur as a part of the charter school’s “equal opportunity” selection process and among charter schools administered under the same managing authority (i.e., charter schools within the charter school district).
Since charter schools in New Jersey are considered public local education agencies (LEA’s), pursuant to N.J.S.A. 18A:36A-3, operated independently of a local board of education, transfers may only take place among charter schools within the LEA. Therefore, students may be permitted to transfer to another charter school that is administered under the same managing authority of the charter school, but are not permitted to transfer to a school in the local public school district administered by a local board of education.

However, pursuant to N.J.S.A. 18A:36A-7, a charter school must be open to all students on a space available basis and may not discriminate in its admission policies or practices (although it may establish reasonable criteria to evaluate prospective students), and in accordance with N.J.S.A. 18A:36A-8, if there are more applications to enroll in the charter school than there are spaces available, the charter school must select students to attend using a random selection process for enrollment.

3. Funding Sources for USCO

The USCO statute does not authorize resources specifically to help cover USCO costs associated with transferring a student from a PDS. However, under certain circumstances Federal funds may be used. For example, ESEA Title IV, Part A [Section 4115(b)(2)(E)(v)] may be used to establish safe zones of passage to and from school to ensure that students travel safely on their way to school and on their way home. In addition, ESEA Title IV, Part A [Sections 5121(8) and 5131(12) and (25)] funds may be used to help cover costs such as tuition or transportation related to the USCO or expansion of public school choice.

4. Special Education Students

The district will provide transferred special education students with the program required by the student’s Individualized Education Program (IEP).

5. Transfer Schools

In the event there is not another school within the school district for a transferring student, the district will explore other appropriate options such as an agreement with a neighboring school district to accept transfer students.

The district will use the school choice option as one response to incidents of victimization. Additionally, the district will develop and implement appropriate strategies for addressing the circumstances that contribute to or support victimization, as well as consistently and proactively manage individuals who have victimized students. The district will promote the importance of school safety and respond to the needs of students and staff. Pursuant to the law, the district will provide an opportunity for students, parents and school district and law enforcement personnel to discuss methods for keeping schools safe from violence; to create school safety plans; and to recognize students in need of help. The district will organize activities to prevent school violence, including, but not limited to, age-appropriate opportunities for student discussion on conflict resolution, issues of student diversity and tolerance. Law enforcement personnel will be invited
to join members of the teaching staff in the discussions. Programs shall also be provided for school
district employees that are designated to help school district employees recognize warning signs
of school violence and to instruct school district employees on recommended conduct during an
incident of school violence.

In accordance with the provisions of N.J.S.A. 18A:17-46, two times each school year, between
September 1 and January 1 and between January 1 and June 30, at a public hearing, the
Superintendent shall report to the Board of Education all acts of violence; vandalism; and
harassment, intimidation, and bullying which occurred during the previous reporting period.

Title VIII, Part F, Subpart 2, SEC. 8532
Every Student Succeeds Act (ESSA) of 2015

Adopted: 2 March 2004
Revised: 18 September 2018
2415.20 NO CHILD LEFT BEHIND COMPLAINTS

Pursuant to 20 USC 7844, Sec 9304 (a)(3)(C), of the No Child Left Behind Act of 2001 (NCLB), a Board of Education shall adopt a policy and written procedures that offer parent(s) or legal guardian(s), public agencies, other individuals, or organizations a method for receipt and resolution of complaints alleging violations in the administration of the NCLB programs as identified by the New Jersey Department of Education (NJDOE).

Policy and Regulation 2415.20 set forth the requirements for resolving complaints presented by any individual or organization that:

1. A school, school district, other agency authorized by the school district, or by the NJDOE violated the administration of education programs required by the Elementary and Secondary Education Act as amended by NCLB; and/or

2. The NJDOE violated the administration of education programs required by the Elementary and Secondary Education Act as amended by NCLB.

A Complaint shall be a written allegation that shall identify the alleged NCLB violation, the facts supporting the alleged violation, and any supporting documentation.

A Complaint alleging a school in the district, school district, or other agency authorized by the school district, or the NJDOE violated the administration of a program must be submitted to the Director of Special Services. The Director of Special Services shall be responsible to coordinate the investigation of the Complaint. The Director of Special Services shall submit a written report regarding the outcome of the investigation to the complainant. If the complainant is not satisfied with the outcome of the investigation, the complainant may initiate a Complaint by submitting a written Complaint to the NJDOE to the attention of the County Superintendent. The County Superintendent will coordinate the investigation of a Complaint. When the investigation is complete, the County Superintendent will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Assistant Commissioner assigned to oversee the matter shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint. If the complainant does not agree with the NJDOE’s decision, the complainant may appeal to the United States Department of Education Secretary.

A Complaint alleging the NJDOE violated the administration of a program must be submitted to the New Jersey Department of Education Chief of Staff or the United States Department of
Education Secretary. The NJDOE requests the complainant first contact the New Jersey Department of Education Chief of Staff to resolve the issue. The NJDOE Office of Strategic Initiatives and Accountability will coordinate the investigation of a Complaint. When the investigation is complete, the Chief of Staff will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Chief of Staff shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint. If a complainant does not agree with the NJDOE’s decision, the complainant may appeal to the United States Department of Education Secretary.

New Jersey Department of Education 1/26/07 Memorandum – No Child Left Behind Complaint Policy and Procedure

Adopted: 19 June 2007
R 2415.20 NO CHILD LEFT BEHIND COMPLAINTS

Pursuant to 20 USC 7844, Sec 9304 (a)(3)(C), of the No Child Left Behind Act of 2001 (NCLB), a Board of Education shall adopt a policy and written procedures that offer parent(s) or legal guardian(s), public agencies, other individuals, or organizations a method for receipt and resolution of complaints alleging violations in the administration of the NCLB programs.

A. Complaint Procedure Alleging A Violation By A School, School District, Or Other Agency Authorized By The School District Or The New Jersey Department Of Education (NJDOE)

1. A Complaint is a written allegation that a school, school district, other agency authorized by the school district, or the NJDOE has violated the law in the administration of education programs required by the NCLB Act.

2. A Complaint shall identify:
   a. The alleged NCLB violation;
   b. The facts supporting the alleged violation; and
   c. Any supporting documentation.

3. A Complaint may be submitted in writing or electronically. If a Complaint is submitted electronically, a hard copy should also be sent to the NJDOE via regular mail at the address indicated below.

4. A Complaint shall be submitted to the Director of Special Services The Complaint shall be in writing and shall be mailed, hand-delivered, or electronically submitted to the Director of Special Services

5. The Director of Special Services shall be responsible to coordinate the investigation of the allegations in the Complaint.
a. The Director of Special Services shall acknowledge receipt of the Complaint to the complainant within ten business days of receipt of the Complaint.

b. The Director of Special Services may meet with building and district administrative staff, teaching staff, support staff, students, and/or the complainant(s) to determine if a violation of the administration of a NCLB program has occurred.

c. The Director of Special Services may request additional information from the complainant regarding the Complaint.

d. The Director of Special Services shall submit a written report regarding the outcome of the investigation to the complainant.

e. If the outcome of the investigation concludes a violation has occurred, the Director of Special Services shall identify and impose the appropriate consequences or corrective action to resolve the Complaint.

f. The outcome of the investigation may conclude the Complaint alleges a violation in the administration of a program by the NJDOE and the complainant shall be informed of the NJDOE Complaint Policy and Procedures as outlined in B. below.

6. If the complainant is not satisfied with the outcome of the investigation, the complainant may initiate a Complaint by submitting a written Complaint to the NJDOE to the attention of the County Superintendent. A list of the County Offices of Education and County Superintendents can be found at http://www.state.nj.us/njded/regions/ or by calling (609) 292-4469.

7. When a written Complaint is received by the County Superintendent, the appropriate NJDOE personnel will issue a Letter of Acknowledgement to the complainant within ten business days of receipt of the Complaint. This letter shall contain the following information:

   a. The date the Complaint was received;
   
   b. A brief statement of the manner in which the NJDOE will investigate the Complaint;
   
   c. If necessary, request for additional information regarding the Complaint;
d. The name and phone number of a contact person for status updates; and

e. A tentative resolution date that is sixty (60) days from the date the written Complaint was received by the County Office.

(1) Based on the facts of the alleged violation, an extension of time may be required to resolve the Complaint. If an extension is required, the appropriate NJDOE personnel will issue a follow-up letter prior to the initial resolution date informing the complainant of the revised timeframe.

8. The County Superintendent will coordinate the investigation of a Complaint. When the investigation is complete, the County Superintendent will notify the complainant in writing regarding the outcome of the investigation.

9. If a violation has occurred, the Assistant Commissioner assigned to oversee the matter shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint.

10. If the complainant does not agree with the NJDOE’s decision, the complainant may appeal to the United States Department of Education Secretary at:

   Office of Hearings & Appeals
   400 Maryland Avenue, SW
   Washington, DC  20202-4611
   (202) 619-9700

   or at their website at:

   http://www.ed-oha.org/index.html

B. Complaint Procedure Alleging A Violation By The New Jersey Department Of Education (NJDOE)

1. A Complaint is a written allegation the NJDOE has violated the law in the administration of education programs required by the NCLB.

2. A Complaint shall identify:

   a. The alleged NCLB violation;

   b. The facts supporting the alleged violation; and
c. Any supporting documentation.

3. To initiate a Complaint alleging the NJDOE has violated the administration of a NCLB program, a complainant must submit a written Complaint to the New Jersey Department of Education Chief of Staff or the United States Department of Education Secretary at the address indicated below. The NJDOE requests the complainant first contact the New Jersey Department of Education Chief of Staff to resolve the issue.

   New Jersey Department of Education  
   Office of the Chief of Staff  
   P.O. Box 500  
   Trenton, New Jersey 08625-0500  
   (609) 292-4442

   U.S. Department of Education  
   Office of Hearings & Appeals  
   400 Maryland Avenue, SW  
   Washington, DC 20202-4611  
   (202) 619-9700  
   http://www.ed-oha.org/index.html

4. When a written Complaint is received by the NJDOE, the Chief of Staff will assign the investigation of this Complaint to the Office of Strategic Initiatives and Accountability or other designated office. This Office will issue a Letter of Acknowledgement to the complainant within ten business days of receipt of the Complaint. This letter shall contain the following information:

   a. The date the Complaint was received;

   b. A brief statement of the manner in which the Department of Education will investigate the Complaint;

   c. If necessary, request for additional information regarding the Complaint;

   d. The name and phone number of a contact person for status updates; and

   e. A tentative resolution date that is sixty days from the date that the written Complaint was received.
(1) Based on the facts of the alleged violation, an extension of time may be required to resolve the Complaint. If an extension is required, the appropriate NJDOE personnel will issue a follow-up letter prior to the initial resolution date informing the complainant of the revised timeframe.

5. The NJDOE Office of Strategic Initiatives and Accountability will coordinate the investigation of a Complaint concerning an alleged violation by the NJDOE. When the investigation is complete, the Chief of Staff will notify the complainant in writing regarding the outcome of the investigation.

6. If it is determined a violation by the NJDOE has occurred, the Chief of Staff shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint.

7. If a complainant does not agree with the NJDOE’s decision, the complainant may appeal to the United States Department of Education Secretary at the address above.

New Jersey Department of Education 1/26/07 Memorandum – No Child Left Behind Complaint Policy and Procedure

Adopted: 19 June 2007
No student, married or unmarried, who is otherwise eligible for enrollment in this district will be denied an educational program because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

The Board of Education reserves the right to require as a prerequisite for participation in the regular instructional program and in the co-curricular program that a pregnant student present to the school principal her physician’s written statement that such participation will not be injurious to her health or jeopardize her pregnancy.

The Superintendent shall develop a program of special instruction in health and nutrition and shall direct appropriate teaching staff members to counsel the pregnant student, to assist her in securing necessary medical services, to cooperate with community resources on her behalf, and to encourage her toward the completion of an appropriate educational program.

A pregnant student who does not wish to attend regular classes or is physically unable to do so during her pregnancy may, with her consent, be assigned to an alternate instructional program which may include home instruction or a program offered by another school district or institution.

The parents or legal guardians of a pregnant student under eighteen years of age shall be notified of any change in the student’s regular educational program.

A student who has received an alternate instructional program for reasons associated with pregnancy shall be readmitted to the regular program upon her request and the written statement of her physician that she is physically fit for attendance.

N.J.A.C. 6A:7-1.7

Adopted: 9 August 1997
Revised: 1 February 2000
Reviewed: 20 May 2003
Revised: 9 May 2005 citation only
2417 PUPIL INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation of procedures in each school building for the delivery of intervention services for students who are experiencing difficulties in their classes, in meeting the New Jersey Core Curriculum Content Standards and who have not been determined to be in need of special education programs and services pursuant to N.J.S.A. 18A:46-1 et seq. and N.J.A.C. 6:A:14.

The school district will:

1. Identify students in need, and plan and provide for appropriate intervention or referral services and/or referral to school and community resources, based on desired outcomes;

2. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral services;

3. Provide support, guidance and professional development to school staff who identify and refer students and to school staff who participate in planning and providing intervention and referral services;

4. Actively involve parents or legal guardians in the development and implementation of intervention and referral plans;

5. Coordinate the access to and the delivery of school services for identified students;

6. Coordinate the services of community-based social and health provider agencies; and

7. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.

Intervention and Referral Team (No longer required in N.J.A.C. 6:26-2.1)

The school district may establish an Intervention and Referral Team (IRT) to provide the delivery of intervention and referral services. Each IRT will be composed of the Principal or a regular teaching staff member appointed by the Principal to act in their place; a regular teaching staff member; an educational services staff member; the staff member who referred a student in need of assistance or identified an issue requiring remediation; and such other staff members as may be required to assist the student or study the issue.

The IRT will identify students in need and plan for appropriate intervention or referral services and/or referral to community resources, based on desired outcomes.
When a student is referred to the IRT, the team may provide support and guidance to the student’s classroom teachers, plan and provide for appropriate interventions, coordinate access to and delivery of school services to the student, and coordinate the services of community based social and health provider agencies. An intervention and referral plan may be developed, implemented, and monitored for each referred student who requires assistance.

Parents or legal guardians shall be notified whenever a student is referred to the IRT, except as such notice may be waived by laws protecting abused children and the confidentiality of persons seeking drug or alcohol rehabilitation. Parents or legal guardians shall be offered an opportunity to participate in the development and implementation of intervention and referral plans.

The Principal shall, in consultation with the IRT, report to the Board at the end of the school year on the concerns and issues identified by the team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plans.


Adopted: 9 August 1997
Revised: 1 February 2000; 20 May 2003
Revised: 9 May 2005 citation only
A. The Superintendent of Schools will establish and implement district wide procedures for each school building to provide for the delivery of intervention and referral services for students who are experiencing difficulties in their classes in meeting the New Jersey Core Curriculum Content Standards, and who have not been determined to be in need of special education programs and services. The Board of Education will provide support, guidance, and professional development to school staff who identify and refer students; and to school staff who participate in planning and providing intervention and referral services.

Recommended Procedure

B. Each building principal will establish an Intervention and Referral Team (IRT). The team membership will be comprised of the following:

1. The Principal or a member of the teaching staff other than special education, who is appointed by the Principal to act in their stead and with their authority, shall act as chairperson;

2. A member of the Child Study Team (CST);

3. The staff member who referred a student in need of assistance or identified a school issue for discussion; and

4. Such other school staff members as may effectively aid in the development and implementation of the assistance plan for a particular student.

C. Student referral

1. A student not known to have an educational disability who is experiencing difficulty in the classroom may be referred to the IRT by the classroom teacher or by their parent or legal guardian. The student’s parent or legal guardian shall be informed of any such referral.

2. When it appears that a referred student may have an educational disability, the IRT shall refer the student to the CST for evaluation pursuant to Policy No. 2460 for a determination of the student’s eligibility for special education and/or related services.

3. The IRT shall consult with the student’s regular classroom teacher, parent or legal guardian, and any school employee as appropriate to gather relevant information regarding the student’s educational status, attendance, classroom behavior, and school conduct.
4. The school nurse shall review the student’s health records and inform the committee of any condition relevant to the student’s difficulties, with that information regarding any infection with HIV virus or AIDS may be released only with the written permission of the adult student or the student’s parent or legal guardian.

5. As appropriate, the IRT may consult with community-based social and health agencies that provide services to the student or the student’s family.

D. Student Assistance Intervention and Referral Plans

1. The IRT shall prepare a written plan for referred students who require supportive services, modifications to their regular educational program, or assessment and referral to school or community-based social and/or health provider agencies.

2. The Intervention and Referral Plan shall:
   a. Detail any modifications in the student’s educational program;
   b. List the persons who will implement the plan;
   c. Include any recommendations for assessment and referral to specified school or community-based social and/or health provider agencies;
   d. Document parental notification of the student’s referral and any change in educational placement or the withholding of parental notification because child abuse was suspected or federal rules mandated confidentiality in an alcohol or drug related matter;
   e. The parent or legal guardian shall be actively involved in the development and implementation of any intervention and/or referral plans; and
   f. Identify the team member to monitor and review the student’s progress.

3. The implementation and effectiveness of the Intervention and Referral Plan shall be reviewed within eight calendar weeks from the beginning of its implementation. The IRT shall consult the referring staff member for their assessment of the effectiveness of the plan.

4. If the implementation of the plan is judged to be ineffective, the plan shall be reviewed and amended as necessary. If the review indicates an educational disability, the student shall be referred to the CST.

E. Records and reports
1. All student records reviewed in the operation of the IRT are confidential and subject to the protections of Policy No. 8330.

2. A record shall be kept of all referrals to the IRT, all Intervention and Referral Plans, and the disposition of each.

3. At the end of the school year, the Principal shall, in consultation with the IRT, develop a report on the concerns and problems identified through team discussions and documented in the plans. The report shall include:
   a. A description of the needs and issues identified through referrals to the IRT;
   b. An identification and analysis of significant needs and issues that could facilitate school planning for the subsequent year; and
   c. A description of activities planned in response to the needs and issues significant in school planning.
   d. The principal's report shall be given to the Board of Education and kept on file as a public record.

N.J.A.C. 6:26-2.1 et seq.

Adopted: 9 August 1997
Revised: 1 February 2000; 20 May 2003
2421  VOCATIONAL EDUCATION

The Board of Education shall provide a program of vocational education to prepare students for gainful entry-level employment in recognized occupations and in new or emerging occupations, to prepare students for enrollment in advanced or highly skilled vocational and technical education programs, and to assist students in making informed and meaningful occupational choices.

The Board will support a program of vocational education that includes a cooperative vocational education program to offer students experience in private employment.

In order to maintain the district program of vocational education the Board shall approve the content and organization of all vocational courses of study, employ and supervise all vocational education staff, provide adequate facilities for the maintenance of the program, approve the assignment of students to work-study and cooperative vocational education programs and supervise the nature and conduct of their employment, approve the transfer of students to out-of-district vocational education programs, and establish the number of credits to be awarded toward graduation for vocational education courses of study and for cooperative education programs.

Admission to vocational education programs will be open to regularly enrolled students who are qualified by their interest, motivation, and potential for achieving the goals of the program.

Students participating in part-time cooperative and work-study programs shall not be exploited, illegally employed, or employed under conditions that fail to safeguard their health and interest.

All students participating in vocational education programs supervised by this Board or in shared time programs are considered to be regularly enrolled in the schools of this district and are subject to the policies and rules of this Board, including rules regarding attendance, for those periods when they are not assigned to outside work projects or other classes.

The Superintendent shall develop regulations that insure that all programs are operated in conformity with the current state plan for vocational education, that all teachers are properly certified for their specific teaching assignments, that vocational students and staff members are provided with a safety handbook, and that the vocational education of disadvantaged and disabled students is supplemented by suitable programs of remedial instruction.

The Superintendent shall seek and utilize all available state and federal and private sources of revenue for the financial support of vocational education in this district.

       18A:54-1 et seq.
N.J.A.C.  6:43-1.1 et seq.

Adopted: 9 August 1997; Reviewed: 20 May 2003
Revised: 1 February 2000
R 2421 VOCATIONAL EDUCATION

A. Curriculum

1. The vocational education instructional program of this district will be conducted in accordance with curriculum guides prepared and implemented in accordance with N.J.A.C. 6:chapter 43 and the State Plan for Vocational and Technical Education approved by the State Board of Education and accepted by the U.S. Office of Education.

2. A career awareness program of introduction to vocational education will be offered in grades 9-12 and may be offered as separate classes or infused into the regular class schedule. The career awareness program shall be designed and implemented to assist students in

   a. Gaining knowledge about the range and nature of various careers, including the educational and personal requirements for entry into those careers;

   b. Gaining increased awareness of the student’s values, interests, and abilities;

   c. Developing an appreciation of work and assumed responsibilities; and

   d. Experience an alternative approach to learning.

B. Staff

1. Vocational instruction shall be conducted and supervised by teachers, teacher aides, supervisors, and other supporting personnel.

2. The vocational instruction program shall be supplemented by a teacher-training program.

3. All teaching staff members in the vocational education program must be appropriately certified for the positions they hold.

C. Protection of students

1. All vocational education programs will observe the safety standards set forth at N.J.A.C. 6:53-1.1 et seq.

   a. All tools, machines, equipment, and safety devices will meet the safety standards of the rules; any tool, machine, piece of equipment, or safety device that does not meet standards will be removed from service.
b. The Practical Arts Department will prepare specific statements of practices and precautions required for safe operation in each vocational course of study.

c. Vocational facilities, tools, machines, equipment, and personal protective devices will be inspected at least once each year and will be maintained on a regular schedule of preventive maintenance.

d. The Practical Arts Department will identify potential hazards and take all steps necessary to eliminate them.

e. In the event a student, staff member, or visitor to the vocational education program is injured or disabled, the emergency procedures set forth in Regulation No. 8441 will be followed. Each accident that requires treatment by a physician will be reported, within five working days of the accident, to the Commissioner of Education on the accident reporting form supplied by the Department of Education.

f. The Practical Arts Department will, in consultation with vocational education teachers, prepare a clearly written safety handbook for distribution to each vocational education student at the beginning of the school year. Each vocational teacher shall review relevant portions of the handbook with their students before the teacher commences instruction in the course of study.

g. Each vocational education teacher is responsible for observing students' observation of safety rules and correcting any violations of those rules or failure to observe the practice of the rules. Teachers may test or quiz students on their knowledge of the rules during the course of study.

2. In any plan of cooperative vocational education or work-study program in which students spend part of the day in school and part of the day in employment, the Practical Arts Department shall prepare a plan for protecting participating students from illegal employment and exploitation. As a minimum, the plan shall provide that participating students

a. Receive wages commensurate with the wage paid to other employees for similar work;

b. Are protected by applicable provisions of the Workers' Compensation Law and any other state law pertaining to their employment; and

c. Are periodically interviewed and/or visited in the place of their employment to determine whether they are unfairly treated or subjected to adverse working conditions.

Adopted: 9 August 1997; Reviewed: 20 May 2003
Revised: 1 February 2000
The Board of Education shall provide a comprehensive health education program through a coordinated sequential curriculum at all grade levels, with instructional units appropriate to the age, growth and development, and maturity of students.

The Superintendent shall develop and recommend to the Board a program of health education designed to encourage the attitudes and practices that are conducive to good health, promote well-being, and prevent disease. The program of health education will include instruction in personal health and hygiene, growth and development, dental health, mental and emotional well-being, accident prevention and safety, consumer health, community and environmental health, family life, and the prevention of substance abuse, disease, and human immunodeficiency virus (HIV) infection and sexual assault.

Staffing

Except as provided below for family life education, courses in health education will be taught by teachers whose certification qualifies them to teach health education. Teachers of the family life, substance abuse, and HIV prevention programs will be offered specific in-service training.

Excusal

Any student whose parent or legal guardian presents to the school principal a signed statement that any part of the instruction in health, family life, or sex education is in conflict with their conscience or sincerely held moral or religious beliefs shall be excused from the portion of the course in which such instruction is being given, and no student so excused shall be penalized by loss of credit or denial of a diploma otherwise earned.

Community Involvement

The programs of instruction for family life education and HIV prevention shall be developed through appropriate consultation and in participation with teachers, school administrators, parents or legal guardians, secondary school students, physicians, members of the clergy, and representative members of the community. Such consultation shall continue, as appropriate, as the program is continually evaluated and revised.

Family Life Education

The Board will adopt a coordinated, sequential family life education program in grades kindergarten through twelve which includes instruction in human development, sexuality, and reproduction; in the physical, mental, emotional, social, economic, and psychological aspects of interpersonal relationships; and in emerging health and social issues.
A copy of the complete district family life education curriculum and all instructional materials shall be available for public inspection in each school in the district prior to its use in any classroom. The parent or legal guardian of each student enrolled in the program shall receive annually an outline of the curriculum and a list of instructional materials for that student’s grade along with notice of the availability for review of the complete curriculum and all materials.

The family life program may be taught by district personnel certified to teach biology, comprehensive science, elementary grades, health, health and physical education, home economics, nursery school, psychology, or special education classes, and the school nurse. The program may utilize the contributions of such community resource persons as parents or legal guardians, physicians, the clergy, attorneys, school social workers, school psychologists, and law enforcement personnel. The Board encourages the utilization of teachers in other disciplines through an interdisciplinary approach.

Substance abuse education

Instructional programs on the nature of drugs, alcohol, tobacco, and anabolic steroids and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught at every grade level in a manner adapted to the age and understanding of the students. Such substance abuse education will be integrated with the health education program. Substance abuse education in grades seven through twelve will be conducted for a minimum of ten clock hours per school year.

N.J.A.C. 6A:7-1.7; 6:29-4.1; 6:29-4.2; 6:29-6.6

Adopted:  9 August 1997
Revised:  15 February 2000
Reviewed: 20 May 2003
Revised: 9 May 2005 citation only
BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for students of Limited English Proficiency (LEP) as required by law and rules of the State Board of Education. Students of LEP are those students whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English.

Identification of LEP Students

The Board will conduct a screening process to determine the native language of each student at the time of enrollment in the school district. A census shall be maintained of all students whose native language is other than English. The English language proficiency of each student whose native language is not English shall be determined by a screening process that includes the administration of a New Jersey Department of Education approved English language proficiency test, an assessment of the student’s level of reading in English, a review of the student’s previous academic performance, results of standardized tests in English, and a review of the input of teaching staff members responsible for the educational program of the limited English proficient students.

Program Implementation

The district shall provide the following programs:

1. An English language services program whenever there are one or more, but fewer than ten LEP students enrolled within the schools of the district. English language services shall be in addition to the regular school program;

2. An ESL program whenever there are ten or more LEP students enrolled within the schools of the district; and

3. A bilingual program whenever there are twenty or more LEP students in any one language classification. Where the age range, grade span, and/or geographical location of eligible students makes a full-time bilingual program impractical, the Board may offer an instructional program alternative, provided that program has been approved or a waiver for the alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty students.

All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every student participating in a bilingual, ESL, or English
Bilingual and ESL Education

language services program shall be entitled to continue such participation for a period of three years.

Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

Students enrolled in a bilingual, ESL, or English language services program shall be assessed annually with a New Jersey Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program. LEP students enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English Program when they have demonstrated readiness to function successfully in the English-only program. This process shall be initiated by the student’s level of English proficiency as measured by a New Jersey Department of Education established standard on an English language proficiency test, and the readiness of the student shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the student’s reading level in English, the judgment of the teaching staff member or members responsible for the education program of the student, and performance on achievement tests in English.

In accordance with provisions of N.J.S.A. 18A:35-22.1, a parent(s) or legal guardian(s) may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of a student’s participation in a bilingual education program, parent(s) or legal guardian(s) may only remove the student at the end of each school year. If during the first three years of a student’s participation in a bilingual education program, a parent(s) or legal guardian(s) wishes to remove the student prior to the end of each school year, the removal must be approved by the Executive County Superintendent of Schools. The parent(s) or legal guardian(s) may appeal the Executive County Superintendent’s decision to the Commissioner of Education.

Newly exited students who are not progressing in the mainstream English program may be considered for re-entry to bilingual and ESL programs in accordance with the provisions of N.J.A.C. 6A:15-1.10(e)1 through (e)5.

When the exit review process is completed, the student’s parent(s) or legal guardian(s) shall be informed by mail of the placement determination. A parent(s) or legal guardian(s), or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Superintendent, who will provide a written explanation for the decision within ten (10) working days. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. A complainant not satisfied with the Board's explanation may appeal to the Commissioner of Education.

Parental Involvement
The parent(s) or legal guardian(s) of a student of limited English proficiency will be notified in accordance with the provisions of N.J.A.C. 6A:15-1.13 that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services program. Notice shall be in writing, in the language of which the child of the parents so notified possesses a primary speaking ability, and in English. The notice must also include the information that the parents have the option of declining enrollment if they so chose.

The district will notify the parent(s) or legal guardian(s) of the LEP student by mail no later than thirty days after the beginning of the school year that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. If the student has not been identified as LEP prior to the beginning of the school year, then the parent(s) or legal guardian(s) must be notified within two weeks of the student’s placement in a bilingual, ESL, or English language services program.

Parent(s) or legal guardian(s) shall receive progress reports in the same manner and frequency as those sent to parents or legal guardians of other students.

Parent(s) or legal guardian(s) of students of limited English proficiency will be offered opportunities for involvement in the development and review of program objectives. An advisory committee on bilingual education shall be formed with the majority being parent(s) or legal guardian(s) of students of limited English proficiency.

Graduation

Students of limited English proficiency will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy No. 5460.

Program Plan

The Superintendent shall prepare and submit a plan for a bilingual, ESL, or English language services program every three years to the Board and the New Jersey Department of Education for approval in accordance with the provisions of N.J.A.C. 6A:15-1.6.

N.J.A.C. 6A:15-1.1 et seq.

Adopted: 9 August 1997
Revised: 15 February 2000;
Revised: 20 May 2003
Revised: 11 May 2010
Revised: 5 March 2013
A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all those courses or subjects which a child is required by law or rule to receive, given in the native language of the limited English proficient students enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of the limited English proficient students enrolled in the programs, in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area which is the native land of the parents of limited English proficient students enrolled in the program, and in the history and culture of the United States. All students in bilingual education programs receive English as a second language instruction.

2. "Bilingual part-time component" means a program alternative in which students are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.

3. "Bilingual resource program" means a program alternative in which students receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual student basis.

4. "Bilingual tutorial program" means a program alternative in which students are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.

5. "Dual language bilingual education program" means a full-time program of instruction in elementary and secondary schools which provide structured English language instruction and instruction in a second language in all content areas for LEP students and for native English speaking students enrolled in the program.

6. "Educational needs" means the particular educational requirements of students of limited English proficiency, the fulfillment of which will provide them with equal educational opportunities.

7. "English as a second language (ESL) program" means a daily developmental second language program of up to two periods of instruction based on student language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the student’s experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.
8. "English language fluency" means the ability to speak the language with sufficient structural accuracy; use vocabulary to participate effectively in most formal and informal conversations on practical, social, and school topics; read material for information; and complete forms and write essays and reports on familiar topics. Language fluency is not the same as language proficiency, which is the full command of language skills.

9. "English language proficiency test" means a test which measures English language skills in the areas of aural comprehension, speaking, reading, and writing.

10. "English language services" means services designed to improve the English language skills of students of limited English proficiency. These services, provided in school districts with less than ten students of limited English proficiency, are in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading, and writing skills in English.

11. "ESL standards for Pre-Kindergarten through grade twelve students" means the WIDA English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade Twelve, 2007 edition, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. These are the standards and language competencies limited English proficient students in Pre-Kindergarten programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects.

12. "Exit criteria" means the criteria which must be applied before a student may be exited from a bilingual, ESL, or English language services education program.

13. "High-intensity ESL program" means a program alternative in which students receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.

14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education. All students in an instructional program alternative receive English as a second language.

15. "Limited English proficient (LEP) students" means students from Pre-Kindergarten through grade twelve whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English. This term means the same as limited English speaking ability, the term used in N.J.S.A. 18A:35-15 to 26.
16. "Native language" means the language first acquired by the student, the language most often spoken by the student, or the language most often spoken in the student’s home, regardless of the language spoken by the student.

17. "Parent(s)" means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. Where parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

18. "Review process" is the process established by the Board of Education to assess limited English proficient students for exit from a bilingual, ESL, or English language services program.

19. "Sheltered English instruction" is an instructional approach used to make academic instruction in English understandable to LEP students. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject area content comprehensible for LEP students.

B. Identification of Eligible Limited English Proficient (LEP) Students

1. The Director of Special Services will determine the native language of each LEP student at the time of enrollment of the student in the school district. The Director of Special Services will:

   a. Maintain a census indicating all students identified whose native language is other than English; and

   b. Report annually to the New Jersey Department of Education as part of the Fall LEP Enrollment Summary, the number of all LEP students whose native language is other than English and, of that group, the number who are LEP students.

2. The Board approved screening process, initiated by a home language survey, shall determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher and shall be designed to distinguish those students that are proficient English speakers and need no further testing.

3. The district shall determine the English language proficiency of all Kindergarten to grade twelve students, who are not screened out, whose native language is other than English by the administration of a Department of Education approved English language proficiency test assessing the level of reading in English, reviewing the previous academic performance of students as well as standardized tests in English and reviewing the input of teaching staff.
members responsible for the educational program for the limited English proficient students. Students who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator, are students of limited English proficiency. The district shall also use age-appropriate assessment methodologies to identify limited English proficient preschool students in order to determine their individual language development needs.

C. Bilingual Programs for Limited English Proficient Students

1. All Kindergarten through twelfth grade LEP students enrolled in the district will receive required courses and support services outlined in a. through g. below to prepare LEP students to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer programs, and remedial services as needed by LEP students. The district shall also provide appropriate instructional programs to eligible pre-school LEP students based on need according to the New Jersey Preschool Teaching and Learning Expectations: Standards of Quality (2004). These standards are guidelines for good practice and are intended for districts that provide preschool programs.

a. English language services designed to improve English language proficiency of LEP students whenever there are one or more, but fewer than ten LEP students enrolled within the schools of the district. English language services shall be in addition to the regular school program.

b. An ESL program that provides up to two periods of ESL instruction based on student language proficiency whenever there are ten or more LEP students enrolled within the schools of the district.

(1) The ESL curriculum that addresses the WIDA English Language Proficiency Standards as amended and supplemented shall be developed and adopted by the Board to address the instructional needs of LEP students.

(2) The ESL curriculum will be cross referenced to the district’s bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas being taught.

c. A bilingual education program will be established whenever there are twenty or more limited English proficient students in any one language classification enrolled in the district pursuant to N.J.S.A. 18A:35-18. The bilingual education program shall:

(1) Be designed to prepare LEP students to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All LEP students participating in the bilingual program will also receive ESL instruction;
(2) Include a bilingual program curriculum that addresses the Core Curriculum Content Standards, the WIDA English Language Proficiency Standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and

(3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the district.

d. LEP students will be provided equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Standards, including comprehensive health and physical education, the visual and performing arts and career awareness programs. These instructional opportunities shall be designed to assist LEP students to fully comprehend all subject matter and demonstrate their mastery of the content matter.

e. The district shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable LEP students to meet the Core Curriculum Content Standards for graduation. When sufficient numbers of students are not available to form a bilingual class in a subject area, plans shall be developed in consultation with and approved by the New Jersey Department of Education to meet the needs of the students.

f. Additional programs and services shall be designed to meet the special needs of eligible LEP students and will include, but not be limited to: remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.

g. The Board may establish dual language bilingual education programs in the schools and may make provisions for the coordination of instruction and services with the district’s World Languages program. This program, if established by the Board, shall also enroll students whose primary language is English and shall be designed to help students achieve proficiency in English and in a second language while mastering subject matter skills. Instruction shall, to the extent necessary, be in all courses or subjects of study allowing students to meet all grade promotion and graduation standards. Where possible, these classes will be comprised of approximately equal numbers of students of limited English proficiency and of students whose native language is English.

2. The Board may establish a program in bilingual education for any language classification with fewer than twenty students.

D. Waiver Process
The school district may request a waiver from establishing a bilingual education program, pursuant to N.J.S.A. 18A:35-18, to establish an instructional program alternative on an annual basis with the approval of the Department of Education when there are twenty or more students eligible for the bilingual education program in Kindergarten through grade twelve, and the district is able to demonstrate that due to age range, grade span, and/or geographic location of eligible students, it would be impractical to provide a full-time bilingual program.

1. Any instructional program alternatives shall be developed in consultation with and approved annually by the Department of Education after review of student enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist LEP students to develop sufficient English skills and subject matter skills to meet the Core Curriculum Content Standards.

2. The instructional program alternatives to be established shall include, but are not limited to: bilingual part-time component, bilingual resource program, bilingual tutorial program, sheltered English instruction program, and high-intensity ESL program.

3. In the event the district implements program alternatives, the district shall annually submit student enrollment and achievement data that demonstrate the continued need for these programs.

E. Department of Education Approval of Bilingual, ESL, or English Language Services Programs

1. The school district’s bilingual, ESL, or English language services program plans shall be submitted to the New Jersey Department of Education every three years for approval. The plans will include the following information:

   a. Identification of students;

   b. Program description;

   c. Number of certified staff hired for the program;

   d. Bilingual and ESL curriculum development;

   e. Evaluation design;

   f. Review process for exit; and

   g. A budget for bilingual and ESL programs and/or English language services programs. The budget must indicate how the bilingual categorical aid funds are directly related to the bilingual/ESL program instructional services and materials.
2. The district shall annually submit data on the number of LEP students served, exit data for the LEP students enrolled in the district, and data on the number of immigrant students enrolled in the district.

3. The district’s bilingual/ESL programs will be monitored and evaluated by the New Jersey Department of Education.

4. A school that fails to make progress in meeting the New Jersey Department of Education’s annual measurable achievement objectives, must separately inform the parent(s) or legal guardian(s) of an LEP student of the school’s failure no later than thirty days after the failure occurs.

F. Supportive Services

Students enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other students in the district. To the extent that it is administratively feasible, supportive services to LEP students, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of LEP students and their parents.

G. In-service Training

1. In-service training will be provided for bilingual, ESL, and mainstream teachers based on their needs and to include instructional strategies to help LEP students meet the Core Curriculum Content Standards and the WIDA English Language Proficiency Standards. All ESL and bilingual teachers will receive training in the use of the ESL curriculum.

2. The Professional Development Plan of the district shall include the needs of bilingual and ESL teachers that shall be addressed through in-service training.

H. Certification of Staff

All teachers in these programs will hold the following certifications:

1. Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education.

2. ESL Classes - a valid New Jersey instructional certificate in English as a second language.

3. English Language Services - a valid New Jersey instructional certificate.
I. Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit and Re-entry

1. All LEP students from Kindergarten through twelfth grade shall be enrolled in the bilingual, ESL, or English language services program.

2. Students enrolled in a bilingual, ESL, or English language services program shall be assessed annually with a Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.

3. LEP students enrolled in one of these programs shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English only program. This process shall be initiated by the student’s level of English proficiency as measured by a Department of Education established standard on an English language proficiency test, and the readiness of the student shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the student’s reading level in English, the judgment of the teaching staff member or members responsible for the educational program of the student, and performance on achievement tests in English according to P.L. 1991, c.12.

4. A parent(s) or legal guardian(s) may remove a student who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.

5. Students enrolled in a bilingual, ESL, or English language services program shall be assessed annually to determine their progress in achieving English language proficiency goals and readiness for exiting the program.

6. Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
   a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher, with the approval of the Building Principal, may recommend retesting.
   b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to the mainstream program.
   c. The recommendation for retesting will be based on the teacher’s judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student’s inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
d. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the students.

e. If the student scores below the State established standard on the language proficiency test, the student shall be re-enrolled into the bilingual or ESL program.

7. When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the student’s parent(s) or legal guardian(s) shall be informed by mail of the determination of placement. If the parent(s), legal guardian(s) or teaching staff member disagrees with the placement, he/she may appeal the decision in writing to the Superintendent, who will provide a written explanation for the decision within ten (10) working days. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.

J. Graduation Requirements for Limited English Proficient Students

All LEP students must satisfy requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a).

K. Location of Programs

All bilingual, ESL, and English language services programs shall be conducted within classrooms approved by the Executive County Superintendent of Schools within the regular school buildings of the district per N.J.S.A. 18A:35-20.

L. Notification to Parents/Legal Guardians

1. The district will notify the parent(s) or legal guardian(s) of the LEP student by mail no later than thirty days after the beginning of the school year that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. The parent(s) or legal guardian(s) must be notified within two weeks of the student’s placement in a bilingual, ESL, or English language services program, if the student has not been identified as a LEP student prior to the beginning of the school year.

a. The notice shall inform the parent(s) or legal guardian(s) why the student was identified as LEP and why the student needs to be placed in a bilingual, ESL, or English language services program;

b. The notice will include the student’s level of English proficiency, how such level was assessed, and the student’s academic level;
c. The notice will include the method of instruction that will be used to serve the student, including a description of other methods of instruction available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;

d. The notice will inform the parent(s) or legal guardian(s) how the program will meet the specific needs of the student in attaining English and meeting State standards;

e. The notice will include the exit requirements, the expected rate of transition into a classroom not tailored for LEP students, and in the case of high school students, the expected rate of graduation;

f. The notice will inform the parent(s) or legal guardian(s) how the instructional program will meet the objectives of an individual education program of a student with a disability;

g. The notice will include written guidance on the rights that parents have to remove their child from a bilingual, ESL, or English language services program upon their request, in accordance with N.J.A.C. 6A:15-1.13, or to choose another program or method of instruction, if available, and how the parent(s) or legal guardian(s) will be provided assistance in selecting the best program to serve their child;

h. The notice will inform the parent(s) or legal guardian(s) they have the option of declining enrollment if they choose by providing notice to the district no later than ten days after receiving the eligibility notice.

i. The notice shall be in writing and in the language of which the child of the parent(s) or legal guardian(s) so notified possesses a primary speaking ability, and in English.

j. Whenever the district determines, on the basis of a student’s level of English proficiency, that a student should exit from a program of bilingual education, the district shall notify the parent(s) or legal guardian(s) of the student by mail.

2. The parent(s) or legal guardian(s) of students enrolled in a bilingual, ESL, or English language services program shall receive progress reports in the same manner and frequency as progress reports are sent to parent(s) and legal guardian(s) of other students enrolled in the school district.

3. Progress reports shall be written in English and in the native language of the parent(s) or legal guardian(s) of students enrolled in the bilingual or ESL program unless it can be demonstrated and documented in the three-year plan that this requirement would place an unreasonable burden on the district.
4. The district shall notify the parent(s) or legal guardian(s) when students meet the exit criteria and are placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) or legal guardian(s) possesses a primary speaking ability.

M. Joint Programs

The school district may join with any other school districts, with the approval of the Executive County Superintendent of Schools, on a case-by-case basis to provide bilingual, ESL, or English language services programs.

N. Parental Involvement

1. The Director of Special Services will provide for maximum practicable involvement of parent(s) or legal guardian(s) of LEP students in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the bilingual, ESL, or English language services education program.

2. A district that implements a bilingual education program shall establish a parent advisory committee on bilingual education on which the majority will be parents or legal guardians of students of limited English proficiency.

Adopted: 20 May 2003
Revised: 20 May 2003
Revised: 11 May 2010
Revised: 5 March 2013
The Board of Education recognizes the value of physical activity in the development and maintenance of sound physical and mental health. Accordingly, the Board directs the establishment, in accordance with law, and the New Jersey Core Curriculum Content Standards of a program of physical education and the enrollment therein of every student in attendance in the schools of this district, insofar as each is physically capable of participation. Each course will provide students with a regimen of physical exercise and activity, assist students in the development of physical skills and achievements, encourage students in a spirit of sharing and cooperation, and instill in students a life-long appreciation for physical activity. The successive courses of physical education will be so designed as to provide students with exposure to a variety of athletic and physical activities.

The Board encourages all students to participate fully in the physical education program. It recognizes, however, that some students are engaged in interscholastic or extra-mural programs of vigorous physical activity, such as preparation for participation in the Olympic Games. Such students may, pursuant to rules of the State Board of Education, be excused from the requirement for enrollment in a physical education course and may earn physical education credit for interscholastic team activity or for an alternate program of athletics, provided that the request of any such student has been granted by the building Principal. No such request will be granted unless the student has demonstrated, to the satisfaction of the Principal in consultation with an appropriately certified staff member, that the interscholastic activity or alternate athletic program meets the physical education program goals and objectives established by law, the New Jersey Core Curriculum Content Standards and the Board and provides activity and development equivalent to that provided by the physical education program of this district.

Student participation in health and safety classes will be unaffected by this policy. Any student excused from physical education class pursuant to this policy shall devote to study and scholastic purposes any school time left unscheduled by the excusal.

A student excused from physical education classes will be granted credit for physical education provided he/she earn a passing grade and meets the New Jersey Core Curriculum Content Standards in the alternate activity. A student whose physical education credit is earned in interscholastic team activity will be graded by the team coach. A student whose physical education credit is earned in an alternate program of physical activity will be graded by the physical education department chairman in consultation with the person who has supervised the alternate program. Grades earned will be entered in the student’s permanent record with a notation of the alternate program for which physical education credit is given.


Adopted: 9 August 1997
Revised: 3 June 2003
Physical Education/Health is a State requirement to graduate.

Dress Grade Requirements

The following items will make up the dress grade for each marking period of Physical Education. When these procedures are not followed, points will be deducted from the dress grade.

A. Sneakers with laces must be worn to participate in physical education class.
B. Slip on sneakers or shoes are not permitted.
C. All laces must be tied at the beginning and end of physical education class.
D. All students must wear socks.
E. No jewelry, (watches, chains, rings, bracelets, earrings).
F. No gum or food or drinks in the gym or locker areas.
G. Cutoffs are not permitted.
H. Bandanas or hats may not be worn during class.
I. All students will be assigned a locker and a lock. Keep your combination to yourself. Locks must be locked at the beginning and end of class. All students are responsible for their locks. Those who lose a lock will be charged $5.00.
J. Large lockers will only be used during gym classes. Locks left on after class will be cut and the student will be responsible to pay $5.00.
K. Any student who does not follow locker room procedures will be given after school detention.

Participation Grade Requirements

1. Physical Education Class Excuses - Students may be medically excused from physical education if a physician’s excuse if given to the school nurse. Any student who is medically excused for an entire marking period will not earn credit for that marking.
period. If the credits want to be made up, the student is required to see the principal to complete written work in order to gain credit.

Physician excuses must conform to the following:

a. Written and signed by a physician with dates specified. “Until further notice” is unacceptable.

b. Yearly physical education excuses must be renewed at the beginning of each school year.

c. Limited physical education activities must be clearly specified.

d. Medical clearance to return to physical education classes, before excuse is due to end, must be in writing by the physician giving the exclusion.

e. If a student is medically excused from physical education class, they may not participate in an interscholastic sport or extracurricular activity until they return to physical education classes.

f. A chiropractor’s gym excuse is valid for conditions of the musculoskeletal system only.

g. Blatant injuries without doctor’s note that affect Physical Education participation will be evaluated by school nurse.

2. Physical Fitness Testing - Students are required to complete all physical fitness testing. Failure to do so results in loss of credit. Students will only be excused from all or certain activities if a physician’s excuse is given to the school nurse.

3. Students are expected to be prepared every day.

a. If a student is “unprepared” once in a cycle and does not make up the “unprepared”, their cycle grade will be reduced by ten points for that cycle. Two “unprepareds” which are not made up will result in the reduction of the cycle grade by twenty points.

b. It is in the student’s best interest to be prepared, to actively participate every day and to be responsible in making up any or all “unprepareds” immediately. “Unprepareds” will further affect the student’s grade as follows:

(1) Students who are “unprepared” more than two days in cycle, will receive a failing grade in that cycle, unless the unprepared has been made up.
(2) Any student who accumulates more than (10) ten “unprepared” will fail physical education for the year. In order to avoid failing, makeups must be completed within one week after the unprepared has occurred.

4. Upper classmen will still be able to take an elective physical education program. The elective program will take place five days a week, cardiovascular endurance and physical fitness activities will take place once a week.

5. The grading system for physical education consists of four sections. Each student receives a grade for dress, participation/attitude, skill and a written test for each cycle. Each section is worth 25% of the final grade.
The Board of Education believes that an essential part of a child's education is the development of the study skills and work habits that will prepare them for a lifetime of disciplined learning.

The Superintendent shall develop, in consultation with appropriate teaching staff members, a plan for the sequential introduction of training in the development of study skills and the formation of productive work habits. Such training shall be introduced early in the curriculum, shall be integrated with the curriculum, and shall be reinforced at each successive grade level. An essential aspect of the District’s Study Skills program will be the Board of Education’s Homework Policy contained in Policy and Regulation 2330.

Teaching staff members at all grade levels will be trained to help students develop appropriate learning techniques. Every reasonable effort should be made to convey to parents or legal guardians the importance of their cooperation in helping students develop the skills and habits essential to learning.

N.J.A.C. 6:8-5A.2(a)3v

Adopted: 9 August 1997
Revised: 15 February 2000
Reviewed: 3 June 2003
2427 INFORMATION PROCESSING SKILLS

The Board of Education believes that education must acquaint students with an accumulated store of knowledge and information beyond that contained in the curriculum. The instructional program shall include training in the skills that will give each student access to that knowledge and information, including the use of computers, and shall encourage the student toward independent research appropriate to the grade level.

The Superintendent shall develop, in consultation with appropriate teaching staff members, an information processing program. The program shall be of sufficient scope to apply to students at all grade levels and shall be sequentially developed. Where information processing is infused into a curricular area, a written description of the infusion shall be included in the course guide for that curriculum.

N.J.A.C. 6:8-4.6
N.J.A.C. 6:8-2.1(a)4i; 6:8-5A.2(a)3iv

Adopted: 9 August 1997
Revised: 15 February 2000
Reviewed: 3 June 2003
2428.1 STANDARDS-BASED INSTRUCTIONAL PRIORITIES

Standards-Based Instruction

The school district shall implement a coherent curriculum for all students, including English language learners (ELLs), gifted and talented students, and students with disabilities, that is content-rich and aligned to the Core Curriculum Content Standards (CCCS). The curriculum shall guide instruction to ensure every student masters the CCCS.

Instruction shall be designed to engage all students and modified based on student performance. The curriculum shall include: interdisciplinary connections throughout; integration of 21st century skills; a pacing guide; a list of instructional materials including various levels of text at each grade; benchmark assessments; and modifications for special education students, English language learners in accordance with N.J.A.C. 6A:15, and gifted students.

The school district shall collect and analyze student achievement data by subgroups (such as economically disadvantaged, race and ethnicity, students with disabilities, English language learners) and make educational decisions based on such data.

The school district shall:

1. Transmit required student, faculty, school, and school district data to New Jersey Standards Measurement and Resources for Teaching (NJ SMART), the New Jersey Department of Education's data warehouse, on a schedule and in a form specified by the Department of Education;

2. Use NJ SMART and its data query resources to track student progress year-to-year and school-to-school and to identify continuously enrolled students by school and school district;

3. Ensure teachers, school administrators, and central office supervisors receive training in NJ SMART and its data query resources;

4. Analyze assessments of student progress in relation to curricular benchmarks and the results of State and non-State year-end tests reported by subgroups (such as economically disadvantaged, race and ethnicity, students with disabilities, and English language learners).

The school district central office staff shall prepare data on comparative performance for all schools in the district and make them available to the schools. This analysis shall include the following comparisons using State assessment data:

1. Each grade level across all schools within the district;
2. Schools within the district;
3. Comparable districts by district factor groups; and
4. Data with State averages.

The school district shall ensure a free appropriate public education is available to all students with disabilities according to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 et seq., and N.J.A.C. 6A:14.

The school district shall provide English language learners with instructional services pursuant to N.J.A.C. 6A:15 and provide gifted and talented students with appropriate instructional services pursuant to N.J.A.C. 6A:8-3.1.

The school district shall provide library-media services that are connected to classroom studies in each school building, including access to computers, district-approved instructional software, appropriate books including novels, anthologies and other reference materials, and supplemental materials that motivate students to read in and out of school and to conduct research. The school district will provide these library-media services under the direction of a certified school library media specialist.

Secondary Education Initiatives

The school district shall develop a plan in 2008-2009 for implementing the secondary education initiatives specified in N.J.A.C. 6A:13-2.2(c) through (e) by the 2009-2010 school year, except that secondary school districts previously subject to N.J.A.C. 6A:10 and 6A:10A shall immediately comply with the secondary education initiatives specified in N.J.A.C. 6A:13-2.2(c) through (e).

The school districts shall:

1. Have a school-level planning team to guide the development and implementation of the secondary education reforms described in N.J.A.C. 6A:13-2.2. A representative group of teachers and administrators shall determine team membership and operating procedures.
2. Provide instructional services, professional development, and other support to assist secondary schools with the implementation of the secondary education initiatives specified in N.J.A.C. 6A:13-2.2.
3. Create personalized learning environments that strengthen relationships among students, teachers, staff members, families and the larger community for students
in grades six through twelve. These personalized learning environments may include:

a. Small learning communities in free-standing facilities or within larger facilities;

b. Ninth grade academies where freshman students remain together and are provided with a supportive environment to enhance their successful transition to high school;

c. Student support systems where students are assigned an adult mentor or team of adults who know(s) them and can support student efforts in achieving goals and solving problems;

d. Academies with a career focus;

e. Multi-grade academies where students at various grade levels may remain with a core group of teachers for multiple years in an academy-type format which may be organized around a particular theme and involve interdisciplinary teaming; or

f. Other practices for personalizing learning environments that strengthen relationships among students, teachers, staff members, families, and the larger community.

The school district shall implement academic coursework aligned to N.J.A.C. 6A:8-5.1 that prepares all students for success in postsecondary education and/or careers after graduation, including the development of academic skills integral to success in rigorous high school courses.

Beginning in 2008-2009, all students entering grade nine shall complete by the end of their high school education, at a minimum, coursework in language arts literacy, mathematics, and science. These shall include college level preparatory English I, II, III and IV, Algebra I, Lab Biology or the equivalent content taught in an integrated or career-based format, and other coursework as specified in N.J.A.C. 6A:8.

All required courses shall:

1. Be developed, reviewed, evaluated, and revised by a broad cross-section of teachers, content supervisors, and Principals;

2. Satisfy the Core Curriculum Content Standards and indicators in each content area according to the graduation requirements in N.J.A.C. 6A:8-5.1; and
3. Be aligned to the district curriculum which identifies the purpose of instruction, including the essential content to be mastered in each course with interim benchmarks and assessments and final assessments.

Secondary school districts that administer the high school State assessment and in which ten percent or more of their students satisfy high school graduation requirements through the Special Review Assessment (SRA) shall submit to the Department of Education by November 15 of the subsequent school year an analysis of all students who graduated by means of the SRA in the previous school year. The analysis shall include:

1. The names of high school courses and grades achieved for SRA students in language arts literacy, mathematics, and science;

2. The attendance records for SRA students for each year of high school;

3. Review of the High School Proficiency Assessment (HSPA) and corresponding Grade Eight Proficiency Assessment (GEPA)/New Jersey Assessment of Skills and Knowledge 8 (NJ ASK8) scores attained by students;

4. Review of whether SRA students were taught by appropriately certified staff in English, mathematics, and science in grades nine through twelve; and

5. Development of a plan for increasing the proportion of students graduating by means of the State high school assessment based on data.

Where applicable, secondary school districts shall collaborate with sending and receiving districts to implement the secondary education initiatives outlined in N.J.A.C. 6A:13-2.2.

The Commissioner shall appoint and consult with an advisory committee composed of educators with experience and knowledge in secondary education to guide the implementation of secondary education reform.

N.J.A.C. 6A:13-2.1; 6A:13-2.2

Adopted:
The Board of Education believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular instructional program of the school. The purpose of such co-curricular activities shall be to develop leadership capacities and good organizational skills, to aid in the socialization of students, and to enable students to explore a wider range of individual interests than might be available in the regular curricular program.

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of co-curricular activities for students in grades kindergarten through twelve. The Board shall maintain the program of co-curricular activities at no cost to participating students, except that students may be required to provide supplies in accordance with Board Policy No. 2520 on instructional supplies and students may be required to assume all or part of the costs of travel and attendance at co-curricular events and trips.

For purposes of this policy, co-curricular activities are those activities conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board and do not include athletic competitions and practices. Co-curricular activities must be related to the curriculum but are not offered for credit toward promotion or graduation and are ordinarily conducted wholly or partly outside the regular school day.

The Board expressly declines to create a limited open forum for activities initiated by students. Accordingly, a group of students who wish to meet on school premises shall apply to the building principal for permission to meet and must demonstrate to the principal the relationship of their meeting to the curriculum. The principal shall permit only those meetings that relate specifically to the curriculum.

No co-curricular activity shall be considered to be under the sponsorship of this Board unless it has been approved by the Board on recommendation of the Superintendent.

Students shall be fully informed of the co-curricular activities available to them and of the eligibility standards established for participation in co-curricular activities. Co-curricular activities shall be available to all students who voluntarily elect to participate except that where eligibility requirements specific to an organization are necessary or desirable, the Board shall be so informed and must approve the establishment of such eligibility standards before they may be operable.

The Board will not permit the organization of a fraternity, sorority, or secret society.

Students attending Dunellen Schools or residents of Dunellen attending a school in the Middlesex County Vocational System that does not offer similar programs are eligible to participate in co-curricular activities provided they meet the eligibility standards listed.
Eligibility for High School/Middle School Sponsored Activities

1. Any student receiving one or more grades below passing will be required to attend tutoring sessions until that time when his/her grades are raised to a passing level.

2. If the student does not actively participate in the tutoring sessions, he or she will not be permitted to participate in the activity.

3. A student may be suspended from participation in any school sponsored activity at the discretion of the administration, coach or advisor.

4. A student suspended three times or more in out-of-school suspension cannot participate in any school sponsored activity.

5. Removal from one athletic team during a season will disqualify a student from participating on another team during that session.

6. Students auditing classes and participating in school sponsored activities must be sure they meet minimum credit requirements.

7. All debts must be paid in full before a student may participate in any school activity.

8. The athletic director, advisor, coach or other supervisory teacher should be informed of any continual discipline problems in connection with any students participating in school sponsored activities.

9. Students must be signed into school by 11:00 a.m. in order to practice or participate in any school sponsored activity on that day.

10. If a student has an absence or is suspended from school, they cannot participate in any school sponsored activity on that day.

11. After school detention, Saturday detention, and all suspensions take precedence over all school sponsored activities.

12. Students must comply with Policy 5536 Random Student Substance Testing in order to participate in Co-curricular Activities.

The Superintendent shall prepare procedures to implement a co-curricular program and shall assess the needs and interests of the students of this district and provide for the continuing evaluation of the co-curricular program.
N.J.A.C. 6A:19-6.10

Adopted: 9 August 1997
Revised: 28 March 2000
Reviewed: 3 June 2003
Revised: 9 May 2005 citation only
Revised: 17 February 2009
Revised:
R 2430  CO-CURRICULAR ACTIVITIES

A. Definition

"Co-curricular activities" means activities conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board of Education; "co-curricular activities" also includes the student clubs, associations, and organizations that conduct those activities. "Co-curricular activities" does not include athletic competitions or practices or athletic teams or organizations.

B. Recognition

1. All co-curricular activities must be approved by the Board. An organization of students or an activity conducted by and for students becomes a co-curricular activity only when it has been duly approved by the Board.

2. The Board will approve annually and maintain a list of approved co-curricular activities, which will be distributed to principals. The list will include:
   a. Those co-curricular activities that have been in operation and have been found to address satisfactorily a continuing need;
   b. Newly approved co-curricular activities;
   c. A brief description of each approved activity;
   d. The name of the advisor of each activity; and
   e. The name of the custodian of the activity's fund.

3. A new co-curricular activity may be initiated in accordance with the following procedures.
   a. A written proposal for the new activity must be submitted to the Principal. The proposal will include:
      (1) The name and purpose of the proposed activity;
      (2) The name of a faculty member who has agreed to be its advisor;
      (3) A plan for the use of school facilities, including the facility required, the times and frequency of use, and the portion of the school year the facility will be used;
      (4) The need, if any, for support personnel or services;
(5) A description of the activities that participating students will conduct;

(6) An estimation of the costs, if any, that the activity will incur;

(7) A statement as to whether or not the proposed activity will involve fund raising and, if fund raising will be involved, the use that will be made of those funds;

(8) The manner in which student leaders will be chosen and organizational decisions will be made;

(9) The number of students who intend to participate in the activity; and

(10) Qualifications for participation, if any, and, if students must qualify on a basis other than interest and availability, the rationale for that qualification.

b. A duly submitted proposal for a new co-curricular activity will be approved if

(1) Its objectives are in harmony with the educational goals adopted by the Board;

(2) It is designed to meet assessed student needs and interests;

(3) Participation is open to all interested students available for participation or, if participation is limited, any qualifications for participation are reasonably justified by the purpose of the activity;

(4) The proposed use of school facilities does not interfere with the instructional program or the conduct of established co-curricular activities; and

(5) The proposed activity will be properly supervised.

C. Student participation

1. The program of co-curricular activities should be sufficiently varied to meet the wide range of students’ vocational, recreational, social, and cultural needs and interests.

2. All students will be provided with information on co-curricular activities at the start of the school year and will be invited to participate in one or more activities.

3. Eligibility standards are set forth in Policy No. 2430.

4. When a student becomes ineligible for participation in co-curricular activities by reason of poor attendance or poor academic performance, their teacher will so inform the
Co-Curricular Activities

advisors of the co-curricular activities in which the student participates. The advisor will suspend the student’s participation, except as exempted by Policy No. 2430.

5. A student who has been suspended from participation in co-curricular activities for reason of poor attendance will be offered an opportunity to work out a plan for improved attendance with the Principal. If the student adheres to the plan and demonstrates their improved attendance within a period of not less than six months, the student may be reinstated to participation in co-curricular activities.

6. A student who has been suspended from participation in co-curricular activities for reason of poor academic performance will be offered an opportunity to establish with the Principal or designee performance goals in the subject(s) in which they are performing below expectation. The performance goals should include concrete objectives and timelines for improvement. When the student meets the agreed upon performance goals, they may be reinstated to participation in co-curricular activities.

D. Supervision

1. Each co-curricular activity must be supervised by at least one staff member appointed by the Board as advisor.

2. The Superintendent will provide appropriate in-service training for co-curricular advisors.

3. Co-curricular advisors will be provided with an advisors' handbook that includes, as a minimum, these regulations and detailed school procedures for the conduct of co-curricular activities.

4. Each co-curricular advisor shall

   a. Meet regularly and promptly with participating students at the assigned time and place of the activity and insure an orderly environment appropriate to the purpose of the activity;

   b. Instruct participating students in the purpose and conduct of the activity and explain any rules and/or standards to be observed in the conduct of the activity;

   c. Encourage participating students to take appropriate responsibility for the conduct and leadership of the activity;

   d. Prepare and submit to the Principal a calendar of activities for the school year;

   e. Prepare and maintain a membership list of participating students, keep an attendance record, and submit the membership list to the Principal;
f. Ascertain that each participating student is involved in the activity to the extent commensurate with their interests and abilities;

g. Report periodically or as required to the Principal on the conduct and/or achievements of the activity;

h. Take all reasonable and necessary steps to safeguard the health and safety of participating students, including the prohibition of hazing and similar initiation rites;

i. Insure the proper accounting and deposit of any funds raised or collected by the activity, in accordance with Policy No. 6660; and

j. Cooperate with the principal in a year-end evaluation of the activity.

5. The advisor responsible for an activity scheduled for an evening or a weekend (such as a performance or social event) should consult Regulation No. 5850 and No. 9161 and should

a. Request permission for the activity from the Principal and for the use of the facility from the Principal;

b. Provide publicity and advertising information to the Principal at least one week in advance of the event;

c. Order any necessary tickets and/or program, correct proofs, and print;

d. Provide for any music required by hiring musicians and/or collecting records and tapes;

e. Arrange with the principal for the provision of any additional security and/or traffic services, in accordance with Regulation No. 9320;

f. Arrange for any required audio or lighting equipment and supplies;

g. Provide for the checking of participants' and spectators' outerwear;

h. Provide for any food services that will be required;

i. Arrange for ushers and chaperones;

j. Provide for the prompt deposit of any moneys collected; and

k. After the event, report to the Principal

(1) The number of tickets sold,

(2) The number of persons who attended the event,
(3) The amount of money collected and deposited, and

(4) An evaluation of the event, including an account of any unusual incidents.

6. Staff members other than the activity advisor should attend activities as follows.

   a. An administrator should be assigned to attend each evening and each weekend co-curricular activity.

   b. Teachers are encouraged to support and attend a function that has been planned and prepared by a significant proportion of the students assigned to them.

   c. All faculty members are encouraged to support and attend special co-curricular events that involve a significant degree of student planning and preparation such as plays, concerts, and dances.

E. Evaluation

   1. An evaluation of each co-curricular activity will be conducted by the principal and the advisor at the end of the school year or the conclusion of the activity.

   2. The evaluation will measure the activity against its stated objectives to determine if the objectives were met. Criteria may include:

      a. Membership and attendance records,

      b. Regularity of meetings,

      c. The planning and execution of special events,

      d. Evidence of student leadership and assumption of responsibility, and

      e. Such other indicia of students' growth and development as the evaluators may choose.

   3. The evaluation will include recommendations for the improvement of the activity or, if so indicated, for the cancellation of the activity.

   4. The written evaluation will be signed by the principal and the advisor and sent to the Superintendent.

   5. The Principal will conduct an annual evaluation of the overall program of co-curricular activities. That evaluation should consider whether the program has resulted in
a. Improvement in school attendance,
b. Improvement in academic performance,
c. Increased participation in school activities, and
d. Improvement in school morale and student behaviors.

F. Records

1. A student’s participation in co-curricular activities shall be recorded in their record, will be preserved for the duration of the student’s enrollment in the school, and may be released only in accordance with Policy No. 8330.

2. Records of the conduct of co-curricular activities will be maintained by the advisor and will include, as appropriate to the activity,

   a. The period in which the activity occurred;
   b. The numbers of participating students in each school year and/or present at each co-curricular event;
   c. The name of the activity advisor;
   d. The printed product of the activity, such as copies of the school newspaper or literary collection;
   e. Copies of reports of the activity in newspapers and/or other public relations releases; and
   f. The financial records of the activity.

Adopted: 9 August 1997
Revised: 28 March 2000
Reviewed: 3 June 2003
Revised: 11 September 2012
2431 ATHLETIC COMPETITION

The Board of Education recognizes the value of athletic competition as an integral part of the total school experience. Game activities and practice sessions provide opportunities to learn the values of competition and good sportsmanship.

For the purposes of this policy, the program of athletic competition includes all activities relating to competitive sports contests, games, or events or sports exhibitions involving individual students or teams of students of this district when such events occur within or between separate schools within this district or with any schools outside this district. The programs of athletic competition shall include, but are not limited to, high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district. Students attending Dunellen Schools or residents of Dunellen attending a school in the Middlesex County Vocational System, that do not offer similar programs, are eligible to participate in the athletic program provided they meet the eligibility standards listed.

Eligibility standards

A student who wishes to participate in athletic competition must submit, on a form provided by the district, the signed consent of their parent or legal guardian. The consent of the parent or legal guardian of a student who wishes to participate in interscholastic athletics must include an acknowledgment of the physical hazards that may be encountered in the sport.

Student participation in athletic competition shall be governed by the following eligibility standards:

1. A student in grade 10, 11, or 12 who in the previous school year earned twenty-five percent of the total number of credits required by the State for graduation is eligible for participation in sports in the fall and winter seasons. A student in grade 9, 10, 11, or 12 who in the fall semester earned twelve and one-half percent of the total number of credits required by the State for graduation is eligible for participation in sports in the spring season.

2. A student in grades seven through eight is eligible for participation in sports if they pass all courses required for promotion or graduation in the preceding school year.

3. A student must comply with Policy 5536 Random Student Substance Testing in order to be eligible for participation in athletics.
Eligibility for School Sponsored Activities

1. Any student receiving one or more grades below passing will be required to attend tutoring sessions until that time when his/her grades are raised to a passing level.

2. If the student does not actively participate in the tutoring sessions, he or she will not be permitted to participate in the activity.

3. A student may be suspended from participation in any school sponsored activity at the discretion of the administration, coach or advisor.

4. A student suspended three times or more in out-of-school suspension cannot participate in any school sponsored activity.

5. Removal from one athletic team during a season will disqualify a student from participating on another team during that session.

6. Students auditing classes and participating in school sponsored activities must be sure they meet minimum credit requirements.

7. All debts must be paid in full before a student may participate in any school activity.

8. The athletic director, advisor, coach or other supervisory teacher should be informed of any continual discipline problems in connection with any students participating in school sponsored activities.

9. Students must be signed into school by 11:00 a.m. in order to practice or participate in any school sponsored activity on that day.

10. If a student has an unexcused absence or is suspended from school, they cannot participate in any school sponsored activity on that day.

11. After school detention, Saturday detention, and all suspensions take precedence over all school sponsored activities.

Notice of these eligibility requirements shall be given to students.

Health requirements

Good physical condition, freedom from injury, and full recovery from illness are prerequisites to participation in athletic competition and practice for such competition. HIV status shall not be screened as a part of athletic physicals or reported in school health records.
An examination of each candidate for a school athletic squad or team shall be conducted within 365 days prior to the first practice session with examinations being conducted at the medical home of the student. The "medical home" is defined as a health care provider and that provider's practice site chosen by the student’s parent(s) or legal guardian(s) for the provision of health care pursuant to N.J.A.C. 6A:16-1.3. Since the school physician is a "health care provider", the parent(s) or legal guardian(s) may choose either the school physician or their own private physician to provide the medical examination.

The medical examination shall be conducted in accordance with N.J.S.A 6A:16-2.2(h)1 and 2 and Regulation 2431.2. The medical report shall include a determination concerning the student’s participation on an athletic team or squad from the examining physician, nurse practitioner/clinical nurse specialist, or physician's assistant. The medical report shall be provided to the school physician if the school physician did not provide the medical examination.

If the student’s medical examination was completed more than sixty days prior to the first practice session, the student must provide a health history update of medical problems experienced since the last medical examination in accordance with N.J.A.C. 6A:16-2.2(h)4. This health history must be completed and signed by the parent(s) or legal guardian(s).

The school district will provide written notification to the parent(s) or legal guardian(s), signed by the school physician, stating approval of the student’s participation in the athletics, based solely on the medical report, or the written reasons for the school physician's disapproval of the student’s participation. The school physician's signature on the notification indicates the medical report complies with the requirements of N.J.A.C. 6A:16-2.2(h)5.

The health findings of this medical examination shall be maintained as part of the student’s health record.

The medical examination conducted to determine the fitness of a candidate for athletic competition and the health history update must include, as a minimum, the respective medical history information and physical assessments set forth in rules of the State Board of Education and incorporated in their entirety in regulations implementing this policy.

The school district shall distribute the Commissioner of Education developed sudden cardiac arrest pamphlet to a student participating in or desiring to participate in an athletic activity, as defined in N.J.S.A. 18A:40-41.e., and the student’s parent(s) shall each year and prior to participation by the student in an athletic activity comply with the requirements of N.J.S.A. 18A:40-41.d.

The school district shall annually distribute the Commissioner of Education developed educational fact sheet relative to use and misuse of opioid drugs for sports related injuries to parents of students who participate in athletic activities and comply with the requirements of N.J.S.A. 18A:40-41.10.
Information concerning a student’s HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq. The health findings of this medical examination shall be maintained as part of the student’s health record.

Emergency procedures

Athletic coaches shall be trained in first aid and in the identification of student athletes who are injured or disabled in the course of any athletic activity.

The Superintendent shall prepare and present to the Board for its approval procedures for the emergency treatment of injuries and disabilities that occur in the course of any athletic activity. Emergency procedures shall be reviewed by the Board not less than once in each school year and shall be disseminated to appropriate staff members.

Interscholastic standards

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

The Board adopts as Board policy the rules and regulations of the New Jersey State Interscholastic Athletic Association and shall review such rules annually to ascertain that they continue to be in conformity with the objectives of this Board.

The Superintendent shall annually prepare, approve, and present to the Board for its consideration a program of interscholastic athletics that includes a complete schedule of athletic events and practices and shall inform the Board of changes in that schedule as they occur.

The Superintendent shall prepare rules for the conduct of students participating in interscholastic athletics that will conform to rules of the State Board of Education, the New Jersey State Interscholastic Athletic Association, and the Greater Middlesex Conference.

Guidelines for Rescheduling Football Games

1. The responsibility for postponement of football games will rest with the Director of Athletics and high school principal. The Director of Athletics will notify the Superintendent, the Bandmaster, the Cheerleaders Advisor, the Police and the local radio stations, and transportation contractor.

2. Saturday postponed games will be scheduled for Sunday, weather permitting. In the event of a Sunday postponement, the game will be scheduled for Monday.
3. Kickoff time for a postponed game on Sunday shall be set for 2:00 p.m., and on Monday 3:00 p.m. The team, cheerleaders, band, and bandfront will attend all games unless there is a previously scheduled commitment.

N.J.S.A. 2C:21-11
N.J.A.C. 6A:7-1.7(d); 6A:16-1.34; 6A:16-2.1 et seq.

Adopted: 9 August 1997
Revised: 3 June 2003; 23 February 2004
Revised: 17 February 2009
Revised: 11 September 2012
Revised: 18 September 2018
Dunellen High School adheres to the eligibility rules of the New Jersey State Interscholastic Athletic Association. Thus, to play a sport in any semester, the following credits schedule must have been earned in the preceding semester:

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<tr>
<td>9th grade</td>
<td>0</td>
<td>13.75</td>
</tr>
<tr>
<td>10th - 12th grades</td>
<td>27.50</td>
<td>13.75</td>
</tr>
</tbody>
</table>

1. Any student receiving one or more grades below passing will be required to attend tutoring sessions until that time when his/her grades are raised to a passing level.

2. If the student does not actively participate in the tutoring sessions, he or she will not be permitted to participate in the activity.

3. A student may be suspended from participation in interscholastic athletic activities at the discretion of the Administration and/or head coach.

4. The Athletic Director or other supervisory teacher in the interscholastic athletic program should be informed of any continual discipline problems in connection with any students participating in interscholastic athletic activities.

5. A student will be excluded from participating in all interscholastic athletic activities during the year if suspended out of school a third time.

6. A student excluded from one interscholastic athletic activity for disciplinary reasons may not participate in another interscholastic athletic activity during that season.

Adopted: 9 August 1997; Reviewed: 3 June 2003
Revised: 28 March 2000
Revised: 17 February 2009
A. Definitions

1. "Athletic competition" and "athletic activities" mean all practice sessions and competitive contests, games, events, and exhibitions with individual students or teams of one or more schools of this district or of other districts and include cheer leading.

2. "Health personnel" means the school nurse, the school medical inspector, the designated team doctor, a licensed physician, and members of the first aid squad or ambulance team.

3. "Parent" means the parent or parents or guardian having legal custody and control of a student.

4. "Student" means a student enrolled in this district and a student enrolled in any district who is present in this district for the purpose of participating in a program of athletic competition sponsored by the Board of Education.

B. Precautions

1. All athletic coaches, including assistant coaches, will be trained in first aid and in the identification of injured and disabled student athletes.

2. Athletic coaches are responsible at all times for the supervision of students to whom they have been assigned. Students shall not be left unattended at any time.

3. Students who participate in athletic competition shall be trained in proper athletic procedures, in the proper use of athletic equipment, and in the proper use of protective equipment and clothing.

4. Student athletes shall be required to report promptly to the athletic coach any injury or disability occurring to the student himself or herself or to another student.

5. First aid supplies and equipment shall be readily available at all athletic activities and shall be maintained in proper condition.

6. First aid and emergency medical procedures will utilize universal precautions in handling blood and body fluids as indicated in Policy and Regulation 7420 and Regulation 7420.1.

7. Health personnel shall be present at the following athletic activities:
   a. The designated team doctor will be present at football games.
b. An ambulance shall be requested to be present at all football games.

C. Emergency procedures

The following procedures shall be implemented whenever a student athlete is injured or disabled in the course of a practice or competition sponsored by this district.

1. The athletic coach shall immediately notify the health personnel present at the activity and the health personnel shall assume responsibility for the emergency treatment of the student.

2. If no health personnel are present, or if none can be immediately summoned to the student’s aid, the athletic coach shall administer such first aid as may be necessary.

3. If the student’s injury or disability requires more than routine first aid, the athletic coach shall
   a. Summon an ambulance by calling the Dunellen Rescue Squad at 911, or
   b. Arrange for the student’s transportation to the nearest medical facility or a facility designated by the parent or guardian or the office of the school medical inspector.

4. The athletic coach or his or her designee shall promptly notify the building principal, the Superintendent, and the student’s parent or legal guardian of the student’s injury or disability and the condition and location of the student.

5. An injured or disabled student who has been transported away from school premises must be accompanied by the athletic coach, a member of the athletic department, a health professional, or other responsible adult.

6. These procedures shall be followed when the injured or disabled student is a member of a visiting team or district, and every effort shall be made to cooperate with the staff of the district in which the student is enrolled.

D. Reports

1. The athletic coach or athletic trainer shall complete and file a report of every injury or disability that occurs to a student in the course of his or her participation in the athletic program of this district, regardless of the severity of the injury or disability. The report shall include:
   a. The date of the incident;
b. The name, age, grade level, and gender of each injured or disabled student;

c. The district in which the student is enrolled;

d. The name and district of each student involved in the incident;

e. A narrative account of the incident;

f. A detailed description of the injury or disability;

g. The treatment given on school premises and the names of the health personnel, if any, who treated the student;

h. The place, if any, to which the student was taken and the persons who accompanied the student; and

i. A memorandum of the notice given to the student’s parent or legal guardian.

2. Copies of the report shall be filed with the school nurse and the building principal within 24 hours of the incident.

3. The building principal shall report the incident to the Superintendent, who shall report to the Board.

4. A copy of each report of an incident of student injury or disability that occurs in the course of athletic activities shall be maintained by the athletic director, who shall analyze reports for patterns that indicate a need for revision of the district's safety and/or athletics program. The athletic director shall report the findings of his or her analysis to the Superintendent at the close of each sport season.

5. The parent or legal guardian of each injured or disabled student will be given assistance in the completion and filing of insurance claim forms.

E. Readmission to athletic activities

A student injured or disabled in the course of an athletic activity will be permitted to participate in athletic competition only on the written permission of the designated team doctor or the student’s own private physician, or the student’s own private physician who must first examine the student to determine his or her fitness to participate in athletics. Written notice of that determination, signed by the appropriate physician, shall be given to the student’s parent or legal guardian and to school officials.

Adopted: 9 August 1997; Reviewed: 3 June 2003
Revised: 7 March 2000
Reviewed: 12 February 2013
MEDICAL EXAMINATION TO DETERMINE FITNESS FOR PARTICIPATION IN ATHLETICS

Students are required to receive medical examinations in accordance with the provisions of N.J.S.A. 18A:40-41.7 and N.J.A.C. 6A:16-2.2(f) and (h). Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school district shall provide the examination at the school physician’s office or other comparably equipped facility.

The school district shall ensure students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(h) and prior to participation on a school-sponsored interscholastic or intramural team or squad for students in grades six through twelve.

A. Required Medical Examination

1. The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season and shall be conducted by a licensed physician, advanced practice nurse (APN), or physician assistant (PA).


a. Prior to performing a preparticipation physical examination, the licensed physician, APN, or PA who performs the student-athlete’s physical examination shall complete the Student-Athlete Cardiac Screening professional development module and shall sign the certification statement on the PPE form attesting to the completion, pursuant to N.J.S.A. 18A:40-41.d.

(1) If the PPE form is submitted without the signed certification statement and the school district has confirmed that the licensed physician, APN, or PA from the medical home did not complete the module, the student-athlete’s parent may obtain a physical examination from a physician who can certify completion of the
module or request that the school physician provides the examination.

b. The medical report shall indicate if a student is allowed or not allowed to participate in the required sports categories and shall be completed and signed by the original examining physician, APN, or PA.

c. An incomplete form shall be returned to the student’s medical home for completion unless the school nurse can provide documentation to the school physician that the missing information is available from screenings completed by the school nurse or physician within the prior 365 days.

3. Each student whose medical examination was completed more than ninety days prior to the first day of official practice in an athletic season shall provide a health history update questionnaire completed and signed by the student’s parent. The completed health history update questionnaire shall include information listed below as required by N.J.S.A. 18A:40-41.7.b. The completed health history update questionnaire shall be reviewed by the school nurse and, if applicable, the school athletic trainer and shall include information as to whether, in the time period since the date of the student’s last preparticipation physical examination, the student has:

a. Been advised by a licensed physician, APN, or PA not to participate in a sport;

b. Sustained a concussion, been unconscious, or lost memory from a blow to the head;

c. Broken a bone or sprained, strained, or dislocated any muscles or joints;

d. Fainted or blacked out;

e. Experienced chest pains, shortness of breath, or heart racing;

f. Had a recent history of fatigue and unusual tiredness;

g. Been hospitalized, visited an emergency room, or had a significant medical illness;

h. Started or stopped taking any over the counter or prescribed medications; or

i. Had a sudden death in the family, or whether any member of the student’s family under the age of fifty has had a heart attack or heart trouble.
4. The school district shall provide to the parent written notification signed by the school physician stating approval of the student’s participation in athletics based upon the medical report or the reasons for the school physician’s disapproval of the student’s participation.

5. The Board of Education will not permit a student enrolled in grades six to twelve to participate on a school-sponsored interscholastic or intramural team or squad unless the student submits a PPE form signed by the licensed physician, APN, or PA who performed the physical examination and, if applicable, a completed health history update questionnaire, pursuant to N.J.S.A. 18A:40-41.7.c.

B. Sudden Cardiac Arrest Pamphlet

The school district shall distribute to a student participating in or desiring to participate in an athletic activity and the student’s parent, each year and prior to participation by the student in an athletic activity, the sudden cardiac arrest pamphlet developed by the Commissioner of Education in accordance with the provisions of N.J.S.A. 18A:40-41.

1. A student and his or her parent shall, each year and prior to the participation of the student in an athletic activity, sign and return to the student’s school the form developed by the Commissioner acknowledging the receipt and review of the information pamphlet, pursuant to N.J.S.A. 18A:40-41.d.

2. The Commissioner shall distribute the pamphlet, at no charge, to all school districts and nonpublic schools, pursuant to N.J.S.A. 18A:40-41.b.

3. “Athletic activity” for the purposes of N.J.S.A. 18A:40-41 means: interscholastic athletics; an athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school district or nonpublic school, including cheerleading and club-sponsored sports activities; and any practice or interschool practice or scrimmage for those activities.

C. Use and Misuse of Opioid Fact Sheet

The school district shall annually distribute to the parents of student-athletes participating in an interscholastic sports program or cheerleading program the educational fact sheet developed by the Commissioner of Education concerning the use and misuse of opioid drugs in the event that a student-athlete or cheerleader is prescribed an opioid for a sport-related injury in accordance with the provisions of N.J.S.A. 18A:40-41.10.
Medical Examination to Determine Fitness for Participation in Athletics

1. The district shall distribute the educational fact sheet annually to the parents of student-athletes and cheerleaders and shall obtain a signed acknowledgment of the receipt of the fact sheet by the student-athlete or cheerleader and his or her parent pursuant to N.J.S.A. 18A:40-41.10(b).

2. The fact sheet and sign-off sheet shall be distributed and the sign-off sheet shall be completed and returned to the school annually prior to the student-athlete’s or cheerleader’s first official practice of the school year.

Adopted: 3 June 2003
Revised: 3 June 2003
Revised: 18 September 2018
The Board of Education adopts this Policy as a measure to protect the safety, health and welfare of students participating in school-sponsored interscholastic athletic programs. The Board believes practice and pre-season heat-acclimation guidelines for student-athletes will minimize injury and enhance the student-athlete's health, performance, and well-being.

For the purposes of this Policy, “practice time,” means the time a player engages in physical activity. Warm-up, stretching, conditioning, weight training, and “cool-down” periods shall be calculated in practice time.

For the purposes of this Policy “walk-through” means practice time where no protective equipment or strenuous activity is permitted and only balls and field markers (cones) may be used.

The first five days of the Board approved pre-season practice shall consist of no more than three hours of practice time. This three-hour practice time during the first five days may be divided into multiple sessions, but total practice time shall not exceed three hours. Full protective gear required for any athletic program may only be worn by student-athletes on the third day of practice and thereafter. Activities during the first two days of practice will be limited to those activities where full protective gear is not needed or required. Protective headgear may be worn on the first two days. Full equipment shall not be worn for any practice that is held before the NJSIAA official start of practice date.

A student-athlete shall not be permitted to participate in a scrimmage for any sport until he/she has completed six complete days of practice.

An athletic team may not practice for more than six consecutive days and one twenty-four hour rest period must be included within a seven-day period. After the fifth day of practice, the maximum allotted time per day for practice shall not exceed five hours. The five-hour practice time may be divided into multiple sessions but total practice time in any day shall not exceed five hours. A five-hour practice day may not be followed by a practice day greater than three hours. Therefore, practice days may follow a 3-5-3-5 format. A minimum of a three-hour recovery period shall be provided after any session of greater than two hours in length and a three-hour recovery period should be provided before a walk-through.

The Superintendent of Schools may reduce the practice times in this Policy in the event the weather and/or temperature warrants such action. This Policy shall be approved by the school district’s physician prior to Board of Education approval.

New Jersey State Interscholastic Athletic Association Pre-Season Heat-Acclimation Guidelines

Adopted:  6 September 2011
2431.4  **PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES**

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. In order to ensure the safety of students that participate in interscholastic athletics, it is imperative that student-athletes, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete to return to play before recovering from a concussion increases the chance of a more serious brain injury.

Every school district that participates in interscholastic athletics is required to adopt a policy concerning the prevention and treatment of sports-related concussions and other head injuries among student-athletes in accordance with the provisions of N.J.S.A. 18A:40-41.1 et seq. For the purpose of this Policy, “interscholastic athletics” shall be Kindergarten through twelfth grade school-sponsored athletic programs where teams or individuals compete against teams or individuals from other schools or school districts.

The school district will adopt an Interscholastic Athletic Head Injury Training Program to be completed by the team or school physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport, designated school nurses, and other appropriate school district personnel as designated by the Superintendent. This Training Program shall be in accordance with guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.2.

The Principal or designee shall distribute the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form to every student-athlete who participates in interscholastic sports. The Principal or designee shall obtain a signed acknowledgement of the receipt of the Fact Sheet by the student-athlete’s parent and keep on file for future reference.

Prevention of a sports-related concussion and head injuries is an important component of the school district’s program. The school district may require pre-season baseline testing of all student-athletes before the student-athlete begins participation in an interscholastic athletic program.

Any student-athlete who exhibits the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall be immediately removed from play and may not return to play that day. Emergency medical assistance shall be contacted when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed. If available when the student-athlete is exhibiting signs or symptoms, the student-athlete will be evaluated by the school or team physician. The Principal or designee shall contact the student-athlete’s parent and inform the parent of the suspected sports-related concussion or other head injury.
Possible signs of a concussion can be observed by any school staff member or the school or team physician. Any possible symptoms of a concussion can be reported by the student-athlete to: coaches; licensed athletic trainer; school or team physician; school nurse; and/or parent. The Principal or designee shall provide the student-athlete with Board of Education approved suggestions for management/medical checklist to provide to their parent and physician or other licensed healthcare professional trained in the evaluation and management of sports-related concussions and other head injuries.

A student-athlete who participates in interscholastic athletics and who sustains or is suspected of sustaining a concussion or other head injury shall be required to have a medical examination conducted by their physician or licensed health care provider. The student-athlete’s physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.

The student-athlete’s physician or licensed health care provider must provide to the school district a written medical release/clearance for the student-athlete indicating when the student-athlete is able to return to the activity. The medical release/clearance must indicate the student-athlete is asymptomatic at rest and either may return to the interscholastic athletic activity because the injury was not a concussion or other head injury or may begin the district’s graduated return to competition and practice protocol outlined in Regulation 2431.4. A medical release/clearance not in compliance with this Policy will not be accepted. The medical release/clearance must be reviewed and approved by the school or team physician.

The school district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy in the amount of not less than $50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with the school district’s Policy and Regulation 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries.

For the purposes of this Policy a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

This Policy and Regulation shall be reviewed and approved by the school physician and shall be reviewed annually, and updated as necessary, to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussion and other head injuries.


Adopted: 6 September 2011
A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. Allowing a student-athlete to return to play before recovering from a concussion increases the chance of a more serious brain injury that can result in severe disability and/or death. The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq. and Policy 2431.4.

A. Interscholastic Athletic Head Injury Training Program

1. The school district will adopt an Interscholastic Athletic Head Injury Training Program to be completed by the school or team physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport, designated school nurses, and other appropriate school district personnel as designated by the Superintendent.

2. This Training Program shall be in accordance with the guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.1 et seq.

B. Prevention

1. The school district may require pre-season baseline testing of all student-athletes before the student-athlete begins participation in an interscholastic athletic program or activity. The baseline testing program shall be reviewed and approved by the school or team physician trained in the evaluation and management of sports-related concussions and other head injuries.

2. The Principal or designee will review educational information for student-athletes on prevention of concussions.

3. All school staff members, student-athletes, and parents of student-athletes shall be informed through the distribution of the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.

C. Signs or Symptoms of Concussion or Other Head Injury
1. Possible signs of concussions can be observed by coaches, licensed athletic trainer, school or team physician, school nurse, or other school staff members. Possible signs of a concussion may be, but are not limited to, the student-athlete:
   a. Appears dazed, stunned, or disoriented;
   b. Forgets plays, or demonstrates short-term memory difficulty;
   c. Exhibits difficulties with balance or coordination;
   d. Answers questions slowly or inaccurately; and/or
   e. Loses consciousness.

2. Possible symptoms of concussion shall be reported by the student-athlete to coaches, licensed athletic trainer, school or team physician, school nurse, and/or parent. Possible symptoms of a concussion are, but not limited to:
   a. Headache;
   b. Nausea/vomiting;
   c. Balance problems or dizziness;
   d. Double vision or changes in vision;
   e. Sensitivity to light or sound/noise;
   f. Feeling sluggish or foggy;
   g. Difficulty with concentration and short-term memory;
   h. Sleep disturbance; or
   i. Irritability.

D. Emergency Medical Attention for Concussion or Other Head Injury

1. Any student-athlete who is exhibiting the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall immediately be removed from play and activities and may not return to the practice or competition that day.
2. The school staff member supervising the student-athlete when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury shall immediately contact emergency medical assistance when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed.

   a. In the event the school or team physician is available when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury, the physician may make the determination to call emergency medical assistance.

3. The school staff member supervising the student-athlete when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury during practice or competition shall report the occurrence to the Principal or designee. The Principal or designee shall contact the student-athlete’s parent and inform the parent of the suspected sports-related concussion or other head injury.

E. Sustained Concussion or Other Head Injury

1. A student-athlete who participates in interscholastic athletics and who sustains or is suspected of sustaining a concussion or other head injury shall immediately be removed from practice or competition and shall be required to have a medical examination conducted by their physician or licensed health care provider. The student-athlete's physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.

2. The student-athlete suspected of sustaining a concussion or other head injury shall be provided a copy of Board of Education Policy and Regulation 2431.4 and a copy of Board of Education approved suggestions for management/medical checklist to provide to their parent and their physician or licensed health care professional.

3. The student-athlete's physician must provide to the school district, upon the completion of a medical examination, a written medical release/clearance when the student-athlete is able return to the activity. The release/clearance must indicate:

   a. The medical examination determined the injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to the interscholastic athletic activity; or
b. The medical examination determined the injury was a concussion or other head injury, the student-athlete is asymptomatic at rest, and can begin the graduated return to competition and practice protocol outlined in F. below.

A medical release/clearance not in compliance with this requirement will not be accepted. The student-athlete may not return to the activity or begin the graduated return to competition and practice protocol until he/she receives a medical evaluation and provides a medical clearance/release that has been reviewed and approved by the school or team physician.

4. Complete physical, cognitive, emotional, and social rest is advised while the student-athlete is experiencing symptoms and signs of a sports-related concussion or other head injury. (Minimize mental exertion, limit over-stimulation and multi-tasking, etc.)

F. Graduated Return to Competition and Practice Protocol

1. Upon the school physician's acceptance of the written medical release/clearance, the student-athlete may begin a graduated return to competition and practice protocol supervised by a licensed athletic trainer, school or team physician, or designated school nurse trained in the evaluation and management of concussions and other head injuries. The following steps shall be followed:

Step 1 - Completion of a full day of normal cognitive activities (attendance at school, studying for tests, watching practice, interacting with peers, etc.) without re-emergence of any signs or symptoms. If there is no return of signs or symptoms of a concussion, the student-athlete may advance to Step 2 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall be required to have a re-evaluation by the student-athlete's physician or licensed healthcare provider. The student-athlete shall not be permitted to begin the graduated return to competition and practice protocol until a medical clearance, as required in E.3. above, is provided and approved by the school or team physician.

Step 2 - Light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity less than 70% maximum percentage heart rate. There shall be no resistance training. The objective of this Step is increased heart rate. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 3 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall return to Step 1.

Step 3 - Sport-specific exercise including skating and/or running. There shall be no head impact activities. The objective of this Step is to add movement and continue to increase the student-athlete’s heart rate. If there is no return of any signs or
symptoms of a concussion, the student-athlete may advance to Step 4 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall return to Step 2.

Step 4 - Non-contact training drills such as passing drills, agility drills, throwing, catching, etc. The student-athlete may initiate progressive resistance training. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 5 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall return to Step 3.

Step 5 - The student/athlete's medical condition, upon completing Step 4 with no return of any signs or symptoms of a concussion, shall be evaluated for medical clearance based upon consultation between the school district's licensed athletic trainer, school or team physician, designated school nurse, and the student-athlete's physician. After this consultation and upon obtaining written medical release/clearance approved by the school or team physician, the student-athlete may participate in normal training activities. The objective of this Step is to restore the student-athlete's confidence and for the coaching staff to assess the student-athlete's functional skills. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 6 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur or if the student-athlete does not obtain medical release/clearance to proceed to Step 6, the school or team physician, in consultation with the student-athlete's physician, shall determine the student-athlete's return to competition and practice protocol.

Step 6 - Return to play involving normal exertion or game activity. If the student-athlete exhibits a re-emergence of any concussion signs or symptoms once he/she returns to physical activity, he/she will be removed from further activities and returned to Step 5.

G. Temporary Accommodations for Student-Athletes with Sports-Related Head Injuries

1. Rest is the best "medicine" for healing concussions or other head injuries. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed student-athlete to the stimulating school environment may delay the resolution of symptoms needed for recovery. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.

2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying,
computer usage, testing, texting, and watching movies if a student is sensitive to light/sound, can slow a student’s recovery. In accordance with the Centers for Disease Control’s toolkit on managing concussions, the Board of Education may look to address the student’s cognitive needs in the following ways. Students who return to school after a concussion may need to:

a. Take rest breaks as needed;

b. Spend fewer hours at school;

c. Be given more time to take tests or complete assignments (all courses should be considered);

d. Receive help with schoolwork;

e. Reduce time spent on the computer, reading, and writing; and/or

f. Be granted early dismissal from class to avoid crowded hallways.

Adopted: 6 September 2011
In accordance with the provisions of N.J.S.A. 18A:42-7, a school district that includes any of the grades nine through twelve shall adopt a policy to provide a student enrolled in those grades who participates in any school-sponsored, interscholastic extracurricular activity that includes competitions in which the student competes against students enrolled in schools outside of the school district may be eligible to earn a varsity letter awarded by the school district.

The Board of Education, upon the recommendation of the Superintendent of Schools, shall approve the school-sponsored, interscholastic extracurricular activities that include competitions in which students compete against other students enrolled in schools outside of the school district. The criteria for a student to earn a varsity letter in the school-sponsored, interscholastic extracurricular activity shall be approved by the Superintendent or designee.

Nothing in N.J.S.A. 18A:42-7 or this Policy shall be construed to require the school district to award varsity letters or to establish any school-sponsored, interscholastic extracurricular activity.


Adopted: 18 September 2018
2432 SCHOOL SPONSORED PUBLICATIONS

The Board of Education permits and encourages the preparation and distribution of school sponsored publications under staff direction in order that students learn the rights and responsibilities of the press in a free society.

No school sponsored publication may contain materials that:

1. Are grossly prejudicial to an ethnic, national, religious, or racial group or to either gender;

2. Libel any person or persons;

3. Infringe rights of privacy protected by law or regulation;

4. Seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other;

5. Advocate the use or advertise the availability of any substance or material that constitutes a direct and substantial danger to the health of students;

6. Contain obscenity or material otherwise deemed to be harmful to impressionable students;

7. Incite violence, advocate the use of force, or urge the violation of law or school regulations;

8. Solicit funds for non-school organizations when such solicitations have not been approved by the Board;

9. Promote, favor or oppose any candidate for election to the Board or the adoption of any bond issue, proposal, or question submitted at any school election;

10. Except as may be required for literary purposes, do not conform to acceptable standards of grammar, clear expression, and responsible research; or

11. The principal finds inappropriate.

Issues on which opposing points of view have been responsibly promoted may be introduced in a school sponsored publication provided that all proponents are given an equal opportunity to present their views.

In order to ascertain that school sponsored publications do not violate the standards established by this policy, the Board requires that each publication be submitted to the principal for review in advance of its distribution. A publication that contains material in violation of this policy may not be distributed.
Where the principal cannot show, within two school days, that the publication violates the prohibitions of this policy, the publication must be released for distribution. The principal's determination, if any, that the publication violates this policy must be supported by references to specific material in the publication. Material cannot be censored merely because it is personally offensive to the reviewer or may tend to embarrass the Board. Students must be offered the opportunity to modify or delete any material that violates this policy.

The principal's determination may be appealed to the Superintendent and the Board.

The Board requires that the distribution of school publications take place only at the places and during the times established by regulation in order that the instructional program is not disrupted.

N.J.S.A. 2C:34-3

Adopted: 9 August 1997
Revised: 7 March 2000
Reviewed: 3 June 2003
R 2432  SCHOOL SPONSORED PUBLICATIONS

A. Objectives

The program of school sponsored publications is intended to

1. Disseminate news to those who are actively interested in the school -- students, teachers, parents or legal guardians, administrators, alumni/ae, and other members of the school community;

2. Provide a means for the expression of thought;

3. Foster a wholesome school spirit and support the best traditions of the school;

4. Promote and encourage other school sponsored activities;

5. Provide training and experience in journalism, graphics, photography, and creative writing;

6. Create an appreciation for the best forms of journalism both in and out of school;

7. Record the history of the school;

8. Assist the district's public information program; and

9. Teach students the rights and responsibilities of the press in a free society.

B. Guidelines

1. Excellence in writing will be sought, and the ethics of responsible journalism will determine what will be printed. All facts printed will be based on careful research.

2. Students will have a right to their views and attitudes on all issues with the proviso that the tenor of articles and stories submitted will not violate the prohibitions of §C.

3. Constructive criticism is encouraged.

4. A by-line will accompany every printed article or story.
C. Prohibited material

No school sponsored publication may contain materials that

1. Are grossly prejudicial to an ethnic, national, religious, or racial group or to either gender;

2. Libel any person or persons;

3. Infringe rights of privacy protected by law or regulation;

4. Seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other;

5. Advocate the use or advertise the availability of any substance or material that constitutes a direct and substantial danger to the health of students;

6. Contain obscenity or material otherwise deemed to be harmful to impressionable students;

7. Incite violence, advocate the use of force, or urge the violation of law or school regulations;

8. Solicit funds for nonschool organizations when such solicitations have not been approved by the Board;

9. Promote, favor, or oppose any candidate for election to the Board or the adoption of any bond issue, proposal, or question submitted at any school election; or

10. Except as may be required for literary purposes, do not conform to acceptable standards of grammar, clear expression, and responsible research.

11. The principal finds inappropriate.

D. Review procedures

1. To insure compliance with these rules, all material intended for publication in a school sponsored publication will be reviewed by the advisor.

2. The author of material found unacceptable for publication in a school sponsored publication pursuant to ¶D1 may appeal that decision to the principal.

3. The principal will promptly convene a committee comprised of the advisors of the school newspaper, yearbook, and literary magazine and the president of each class.
4. The committee will review the appeal, including the material and the advisor’s specific reason for rejecting the material, and will render an advisory opinion to the principal.

5. The principal will decide whether or not the material may be published and will deliver their decision to the appellant within two school days of the receipt of the appeal.

6. If the principal denies publication, the author may appeal that decision to the Superintendent and any adverse decision of the Superintendent may be appealed to the Board of Education. At each level, a decision will be made within three school days of the receipt of the appeal.

E. Faculty duties

Faculty advisors to school sponsored publications shall

1. Serve in a liaison capacity between the staff of the publication and the faculty and administration;

2. Instruct members of the publication staff in proper journalistic techniques and standards;

3. Offer editorial advice and suggestion when necessary;

4. Interpret the publication guidelines set forth in ¶C;

5. Review material intended for publication; and

6. Proofread each publication before it is printed and distributed.

F. Distribution

1. Distribution of school publications will be limited to those times and places that best serve the purpose of reaching the designated audience without disturbing normal school building activities.

2. Any materials discarded or not distributed must be retrieved or retained to avoid litter.

Adopted: 9 August 1997
Revised: 7 March 2000
Reviewed: 3 June 2003
2440  SUMMER SESSION

The Board of Education may conduct a summer session. A summer session must be approved by the Board of Education and the Executive County Superintendent of Schools and may include:

1. Remedial courses for students who wish to retake a course or subject previously taken and for which credits or placement may be awarded upon successful completion;

2. Advanced courses for students who wish to take a course or subject not previously taken in an approved school district program and for which additional credits or advanced placement may be awarded upon successful completion of the course; and

3. Enrichment courses for students who wish to take a course or subject of a vocational interest and for which no credits are to be awarded.

The Superintendent of Schools will develop a summer session program and submit the proposed program to the Board for approval. The proposed program shall include the details of the summer session including, but not limited to, a list of the courses or programs offered, the hours of operation, the school(s) where the summer session(s) will be operating, any tuition fees to be charged in accordance with the provisions of N.J.A.C. 6A:32-10.3, and projected cost of operation.

A student will be enrolled in a remedial course only on the written recommendation of the Principal of the school the student regularly attends. The recommendation shall state the name of the subject(s) which the student may take and the purpose for which each subject is taken. A student previously retained at grade level may be promoted on successful completion of a required remedial course, but no student shall be required to attend the summer session.

In accordance with the provisions of N.J.A.C. 6A:32-10.3, tuition may be charged to nonresident students enrolled in a summer session course and to resident students enrolled in enrichment courses which carry no credit and are determined by the Executive County Superintendent to have no direct relationship to the curriculum. Tuition may be charged to students domiciled within the district for enrollment in remedial or advanced courses in accordance with the provisions of N.J.S.A. 18A:11-15.

The Superintendent shall develop regulations for the summer session that include provisions for appropriate planning, proper staffing, student assignments, student evaluation, student records, award of credit, grade placement, and the utilization of facilities. Such regulations for the operation of the summer session shall be consistent with rules of the State Board of Education and Board policies. The operation of the summer session shall not conflict in any way with the administration of the regular school sessions of this district.
N.J.A.C. 6A:32-10.1; 6A:32-10.2; 6A:32-10.3; 6A:32-10.4; 6A:32-10.5

Adopted: 9 August 1997
Revised: 28 March 2000
Reviewed: 17 June 2003
Revised: 23 April 2013
A. Definitions

1. “Summer session” means the instructional program operated by this school district during the summer months.

2. “Remedial course” means any course or subject that is a review of a course or subject the student has previously taken and for which credits or placement may be awarded upon successful completion of the course.

3. “Advancement course” means any course or subject the student has not previously taken in an approved school district program and for which additional credits or advanced placement may be awarded upon successful completion of the course.

4. “Enrichment course” means any course or subject of a vocational nature for which no credits are to be awarded.

B. Instructional Program

1. Summer session will be staffed in accordance with the provisions of N.J.A.C. 6A:32-10.4.

2. Remedial, advancement, and enrichment courses may be offered by the school district during the summer session to meet student needs.

3. Summer session classes will meet the following standards:

   a. To receive advanced credit for a subject not previously taken, the student shall receive class instruction in the summer session under standards equal to those during the regular term:

      (1) 3600 minutes for two and one-half high school credits, or

      (2) 7200 minutes for five high school credits.

   b. Full-year subjects which are given for review, remediation, or for other purposes not including advanced credit shall be conducted for sixty hours of instruction under standards equal to those during the regular term or through an established number of curricular activities as determined by the Board of Education and approved by the Executive County Superintendent.

4. Time spent on homework and in a study hall shall not be included in the minimum class times set forth in paragraph B.3.a. and b.
C. Staffing

1. Summer session positions will be filled in accordance with district practice and/or the negotiated contract.

2. In each school, a member of the administrative, supervisory, or teaching staff who is certified as an administrator shall be assigned the responsibilities of administration and supervision of the summer session.

3. All summer session teaching staff members shall possess valid certificates for subjects taught.

4. Curriculum enrichment may involve resource persons serving for specific periods of time under the supervision of a certified administrator, supervisor, or teacher.

D. Operations

1. The staff member responsible for the administration and supervision of the summer session shall submit a calendar of the summer session instruction to the Superintendent for approval.

2. The calendar will include the daily hours of the summer session.

3. The Board of Education shall approve the district’s summer session. Upon Board approval, the Superintendent of Schools shall obtain approval for the summer session from the Executive County Superintendent of Schools.

4. Summer session teachers will be bound by all Board policies applicable to instruction and teacher responsibility.

E. Eligibility of Students

1. Teaching staff members in the regular school program will be alert to those students who would benefit from attendance at remedial or advancement courses in the summer session and will report such students to the Principal who will recommend summer session enrollment to the student.

2. Students may be enrolled in a remedial course only with the recommendation of the Principal of the school in which the student regularly attends.

3. The Principal’s recommendation shall state in writing the name of the subject(s) which the student may take and the purpose for which the subject is taken.

4. Students may be enrolled in advancement courses only on the recommendation of a teacher and with the recommendation of the Principal of the school in which the
student regularly attends. A student may be enrolled in no more than the equivalent of one year’s work in a subject in an advancement course.

5. Enrichment courses in the summer session are open to all resident students and may be open, upon Board approval, to nonresident students as space permits. A student may be enrolled in no more than the equivalent of one year’s work in a subject in an enrichment course.

6. No student will be required to attend the summer session as a condition of promotion or for any other reason.

F. Student Conduct

1. Summer session students will be governed by the rules of conduct established for students in the regular school session. Rules regarding substance abuse, smoking, and aggressive, assaultive, insulting, and insubordinate behavior, among others, will be in full force and effect.

2. Students who violate the rules of conduct or disobey persons in authority will be subject to discipline, which may include expulsion from the summer session. A student recommended for expulsion from the summer session will be given an administrative hearing in which the student will be given an opportunity to explain his/her conduct. Summer session is not a part of the thorough and efficient system of free education to which the student is entitled by law, and expulsion from the summer session does not involve the deprivation of a right.

3. The school dress code policy will be applicable for the summer session; however, the Superintendent of Schools may adjust the dress code policy to take into account warmer temperatures.

G. Attendance

1. Although the compulsory attendance statutes do not apply to summer session, summer session students are expected to attend regularly and promptly.

2. In general, no student will receive credit for a remedial or advancement course if he/she has missed more than three (3) classes in the subject. The student’s parent(s) or legal guardian(s) will be notified after the second (2nd) absence. Four (4) instances of tardiness will constitute one absence for this purpose.

H. Grading and Credit
1. Work in remedial and advancement courses will be evaluated and graded, in accordance with Policy No. 2624 for grading in the regular program.

2. A narrative report of each student’s attitude, strengths, and weaknesses will be given to the student’s parent(s) or legal guardian(s) at the end of the summer session.

3. Credit will be given for successful completion of approved remedial and advancement courses that have met the standards of instruction set forth in rules of the State Board of Education and at paragraph B.3. of this regulation.

4. Credit for work taken in an approved elementary or secondary school summer session will be transferable in the same manner as work taken in any approved elementary or secondary school in accordance with Board of Education policy.

5. The Principal of the school which the student regularly attends shall give prior approval for work to be taken at other educational institutions or environments. These shall include, but not be limited to, other public and private schools, institutions of higher education, and on-line courses.

I. Tuition

1. Tuition may be charged for the enrollment of a resident student in a remedial or advancement course taken for credit in accordance with the provisions of N.J.S.A. 18A:11-15. Tuition may be charged to a resident student enrolled in an enrichment(s) course which carry no credit and are determined by the Executive County Superintendent of Schools to have no direct relationship to the curriculum.

2. The Board of Education, upon the recommendation of the Superintendent of Schools, shall approve the tuition to be charged for the enrollment of any student, resident or nonresident, in an enrichment course.

3. The Board of Education, upon the recommendation of the Superintendent of Schools, shall approve the tuition to be charged for the enrollment of a nonresident student in a remedial or advancement course.

4. Payment of tuition must be made in full to the Business Office before the first day of the summer session.

5. Tuition will be refunded if the request for refund is received by the staff member responsible for the administration and supervision of the summer session within five (5) days before the first day of the summer session.

J. Records
1. The permanent/cumulative record of each student who completes a program of study in the summer session will include:
   
   a. The amount of time the student spent in receiving class instruction in the summer session; and
   
   b. An evaluation and a description of work completed in the summer session, including the student’s grade and the credit earned, if any.

2. The amount of time which a student has spent in receiving class instruction shall become part of the student’s permanent/cumulative record and shall be included whenever the record is transferred to another school.

Adopted: 23 April 2013
The Board of Education shall establish and maintain a program of community education and shall utilize its school facilities for accomplishing the legitimate educational purposes of serving the vocational, avocational, and cultural interests of the community.

The Superintendent shall utilize appropriate staff members, invite the participation of representatives of the community, cooperate with local organizations and agencies, and assess the needs and resources of the community to develop a program of community education and present that program to the Board for its approval. The Superintendent is directed to seek out and utilize such sources of revenue as may be appropriate for the financial support of the community education program.

The program of community education shall be maintained at no cost to the Board. Persons who participate shall be charged tuition pursuant to law and shall provide all supplies necessary to the accomplishment of their program.

No credit toward graduation shall be awarded for participation in the community education program.

Adopted: 9 August 1997
Revised: 28 March 2000
Reviewed: 17 June 2003
The Dunellen School Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3;

2. Homeless students are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.;

3. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4;

4. An Individualized Education Program (IEP) is developed, reviewed and, as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7;

5. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2;

6. Students with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in State-wide assessments or the applicable alternative assessment in grades three, four, five, six, seven, eight, and high school in the applicable courses.

7. Students with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate as set forth in N.J.A.C. 6a:14-2.2 and Policy 2467, when appropriate.

8. The rules set forth in N.J.A.C. 6A:14 ensures a free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school.

   a. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student’s third birthday and that an individualized education program (IEP) is in effect for the student by that date;
b. If a child’s third birthday occurs during the summer, the child’s IEP Team shall determine the date when services under the IEP will begin;

c. A free appropriate public education is available to any student with a disability who needs for special education and related services, even though the student is advancing from grade to grade;

d. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student’s unique needs and not on the student’s disability; and

e. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student’s home as possible and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.

9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

10. Full educational opportunity to all students with disabilities is provided.

11. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

12. Provision is made for the participation of students with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

13. Students with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1 and N.J.A.C. 6A:14-7.5(b)3.

14. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, pursuant to N.J.A.C. 6a:14-1.2(B)13.

15. Pursuant to N.J.A.C. 6a:14-1.2(B)4, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:
a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;

b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;

c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;

d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and

e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.

16. Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the district.

17. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the district will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., and N.J.A.C 6A:14-1.2(b)17, the necessary materials to the parent to apply for such services.

18. The school district will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.

19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student’s IEP, pursuant to N.J.A.C. 6A:14-4.5(d).

20. The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.

21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. and Policy 5339.
The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.
20 USC §1400 et seq.
34 C.F.R. §300 et seq.

Adopted: 9 August 1997
Revised: 28 March 2000
Revised: 4 November 2003
Revised: 31 March 2009
Revised: 9 May 2017
The School district officials and staff should adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following is a list of special education regulations:

R 2460.1  Special Education - Identification, Location And Referral
R 2460.8  Special Education - Free and Appropriate Public Education
R 2460.9  Special Education-Transition From Early Intervention Programs to Preschool Programs
R 2460.15 Special Education – In-Service Training Needs for Professional and Paraprofessional Staff
R 2460.16 Special Education – Instructional Material to Blind or Print-Disabled Students

Definitions:

Refer to N.J.A.C. 6A:14-1.3 for definitions of terms used in Regulations 2460.1 through 2460.16

Reviewed:  11-4-03
Revised:  31 March 2009
Revised:  9 May 2017
All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, and highly mobile students such as migrant and homeless students regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

A. Procedures for Locating Students With Disabilities

1. The Director of Special Services will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the school district or attend nonpublic schools within the school district and who may have a disability.

2. By May 1st of each school year, the Director of Special Services or his/her designee will conduct child find activities, in the native language of the population, as appropriate, including but not limited to:


   b. Broadcasting of child find information on the school district cable television station. (if applicable)

   c. Distribution of flyers to the parents of all students enrolled in the school district.

   d. Mailing of child find material to nonpublic schools in the area.

   e. Mailing of child find material to local pediatricians, hospitals and clergy.

   f. Public service announcements on the local foreign language radio stations and cable television stations.

   g. Public service announcements in local newspapers.

   h. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.

   i. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
j. A guide to preschool services for potentially disabled children ages three to five is made available to: local preschool programs, pediatricians and the Dunellen Library.

k. Posting of state developed child find materials in the Dunellen Municipal Building, Dunellen Police Department and school offices for potentially disabled students and/or early intervention program.

l. Training of home school advocate/school community liaisons or others to assist in the identification of potentially disabled students.

m. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district’s preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.

n. Information is distributed through the Parent Advisory Committee.

o. School handbooks distributed to parents contain information describing special education services.

p. Distribution of information to the school district’s ESL/Bilingual teachers describing child find activities.

q. Students entering Kindergarten are screened annually to identify students who may have a disability.

r. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.

3. No later than April 1st of each school year the Director of Special Services or designee will contact by mail the principals of the nonpublic school(s) to request input from nonpublic school parents and officials for suggestions on ways to conduct child find activities for students attending nonpublic schools.

The child find activities for nonpublic students shall be comparable to the child find activities for public school students.

The following individual(s) shall serve as representatives from nonpublic schools:

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<thead>
<tr>
<th>School Educational Services Commission of New Jersey</th>
<th>Title of the Individual Representing the Nonpublic School</th>
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<tr>
<td></td>
<td>Nonpublic School Administrator</td>
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Based on the suggestions from the representatives of the nonpublic schools and parent(s), the Director of Special Services or designee will modify the child find activities for the next school year, as appropriate.

B. Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for students ages 3 to 21, to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);
2. Descriptive behavior of student performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate, will be in-serviced annually by the Building Principal or designee regarding the procedures for initiating and providing interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.

The Superintendent or designee will oversee the district’s implementation/evaluation of the procedures for interventions identified.

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1 et seq. and Policy and Regulation 2417.

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS Committee;
2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.
4. The I&RS Committee shall:
   a. Plan and provide appropriate intervention services;
   b. Actively involve the parent(s) in the development and implementation of intervention plans;
c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;

d. Coordinate the services of community based social and health provider agencies;

e. Process and complete the documentation forms; and

f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.

g. Ensure the type, frequency, duration, and effectiveness of the interventions are documented.

5. The Building Principal will insure that:

a. I&RS Committee receive in-service training by the Building Principal or designee by October 1st each school year;

b. Staff handbooks are updated by August 31st and include information regarding intervention procedures;

c. New instructional staff attend the district’s orientation program commencing in the month of August which includes information on I&RS Committee;

d. School calendars are distributed in the month of September and provide information on intervention services; and

e. Parent/student handbooks distributed in the month of September and include information on intervention services.

C. Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal’s office, the Child Study Team (CST) office, and the Office of Special Services.

1. Parental Notification of Referral Procedures
Referral procedures shall be included on the district web site, Child Find Notices and Parent Handbook, which shall be distributed to the parent(s)). These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies not later than October 1 of each year.

2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:

a. The written request shall be received and dated by the Office of Special Services;

b. The written request shall be immediately forwarded to the office of special services/special education;

c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and forms used to open a case;

d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;

e. The Child Study Team will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;

f. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);

g. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet; and

h. The referral/identification meeting will be attended by the parent(s), CST and regular education teacher.

3. School Initiated Referral

Referral of a student to the CST may be made by administrative, instructional and other professional staff to determine eligibility for special services when:
Location, Identification and Referral

a. It is determined through the I&RS Committee that interventions in the general education program have not been effective in alleviating the educational difficulties.

b. It can be documented that the nature of the student’s educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.

c. The Director of Special Services or Principal, through in-service training, shall ensure that students are referred who may have a disability, but are advancing from grade to grade.

   (1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:

      (a) As part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the student continues to require specially designed services to progress in the general education curriculum; and

      (b) The use of functional assessment information supports the IEP team’s determination.

The following procedure will be followed for a school initiated referral:

a. A referral to the CST will be completed by the referring staff member;

b. I&RS documentation including, but not limited to: teacher reports, grades and other relevant data the intervention record shall be forwarded with the referral to the CST along with any other relevant data;

c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student’s problem is such that the evaluation is warranted without delay;

d. The referral should be dated upon receipt by the CST;

e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;

g. The Child Study Team will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;

h. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);

i. The notice shall contain “Parental Rights in Special Education” (PRISE); and

j. The referral/identification meeting will be attended by the parent(s), CST and regular education teacher.

4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(i).

5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.

6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member’s conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.

7. The parent(s) must receive a copy of their child’s evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.

8. A student may be referred directly to the CST when warranted.

Revised: 4 November 2003
Revised: 31 March 2009
Revised: 9 May 2017
R 2460.5 PARTICIPATION IN STATE-WIDE TESTING

** ABOLISHED 2/20/2009 **

Policy Statement 6 as outlined in the January 2009 Memorandum concerns participation of students with disabilities in State-wide and district-wide assessment programs. The January 2009 Memorandum indicates due to the specificity of the requirements of N.J.A.C. 6A:14-4.10, no additional procedures are required. Therefore, the existing Regulation Guide 2460.5 – Special Education – Participation in Statewide Testing should be abolished.

Revised: 4 November 2003
Abolished: 31 March 2009
A free and appropriate public education is available to all students with disabilities between the ages of three and twenty-one including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free and appropriate public education to students with disabilities who are suspended or expelled are as follows:

1. School officials responsible for implementing suspensions/expulsions in the district are the following: (List school officials/designees by district organizational level.)
   a. Grades Nine – Twelve Principal/Assistant Principal or designee;
   b. Grades Six – Eight Principal or designee;
   c. Grades Pre-Kindergarten – Five Principal/Assistant Principal or designee.

2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation.)
   a. Removal for at least half of the school day shall be reported via the Electronic Violence and Vandalism Reporting System.

3. Each Principal or designee will ensure that a system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons. Documentation will include:
   a. Student’s name;
   b. The infraction;
   c. Time suspended; and
   d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.

4. When a student is suspended from transportation:
a. Suspension from transportation is not counted as a day of removal if the student attended school.

b. Suspension from transportation is counted as a day of removal if the student does not attend school.

c. If transportation is included in the student’s IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.

d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the student does not attend school.

5. When a student with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:

a. Opportunity for the student to participate and progress in the general curriculum,

b. Services and modifications specified in the student’s,

c. Interaction with peers who are not disabled to the extent they would have in the current placement, and

d. The student is counted as present for the time spent in the in-school suspension program.

6. When a series of short-term removals will accumulate to more than ten school days in the year:

a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager.

b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, the case manager, and special education teacher will consult to determine the extent to which services are necessary to:
(1) Enable the student to participate and progress appropriately in the general education curriculum; and

(2) Advance appropriately toward achieving the goals set out in the student’s IEP.

Written documentation of the consultation and services provided shall be maintained in the student’s file.

7. When a disabled student is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, Individuals with Disabilities Education Act Amendments of 2004, 20 U.S.C. §1415(k). The IEP Team shall:

a. Review the behavioral intervention plan and its implementation;

b. Determine if modifications are necessary; and

c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.

The case manager will document the date and the outcome of the meeting.

The documentation shall be placed in the student’s file.

Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Students with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP’s in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent of a preschool-age student suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the Preschool Coordinator or Director of Special Services;

2. Upon receipt of the written request, the request shall be dated and signed by the recipient;
3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).

4. A file will be initiated for the potentially disabled preschooler;
   a. The Child Study Team will convene a referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;
   b. A “Notice of Referral/ Identification Meeting” will be sent to the parent(s);
   c. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet;
   d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district’s program; and
   e. A program shall be in place no later than ninety calendar days from the date of consent.

Procedures Regarding the Provision of a Free, Appropriate Public Education to Students with Disabilities Who Are Advancing From Grade to Grade

The Director of Special Services through in-service training shall ensure students with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the student continues to require specially designed services to progress in the general education curriculum; and the use of functional assessment information supports the IEP Team’s determination.

Procedures Involving Procedural Safeguards to Students Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to students not yet eligible for special education. The parent(s) and/or adult students may assert any of the protections of the law if the district had knowledge the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

Revised: 4 November 2003
Revised: 31 March 2009
Revised: 9 May 2017
Children with disabilities participating in early intervention programs (EIP) assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14-1.1 et seq. will experience a smooth transition and will have an Individualized Education Program (IEP) developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

Procedure for Child Study Team (CST) Member Attendance at the Preschool Transition Planning Conference

1. The district will make available a CST member to participate in the preschool transition planning conference arranged by the designated Part C Service coordinator from the early intervention system and will:
   a. Review the Part C Individualized Family Service Plan for the child;
   b. Provide the parent(s) written district registration requirements;
   c. Provide the parent(s) written information with respect to available district programs for preschool students, including general education placement options; and
   d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child’s initial IEP meeting.

2. The district will work collaboratively with the EIP designated Part C service coordinator or early intervention system to eliminate barriers regarding meeting times and locations.

3. School district officials shall adhere to all procedures contained in N.J.A.C. 6A:14-1.1 et seq. for transitioning children with disabilities from EIP to preschool programs.

4. The Part C service coordinator shall be invited to the initial IEP meeting for a student transitioning from Part C to Part B.
Policy Statement 11 as outlined in the January 2009 Memorandum concerns compilation, maintenance, access to, and confidentiality of student records. The January 2009 Memorandum indicates due to the specificity of the requirements of N.J.A.C. 6A:32-7, no additional procedures are required. Therefore, the existing Regulation Guide 2460.10 should be abolished.

Revised: 4 November 2003
Abolished: 31 March 2009
Policy Statement 15 as outlined in the January 2009 Memorandum concerns in-service training for professional and paraprofessional staff. The January 2009 Memorandum indicates due to the specificity of the requirements of N.J.A.C. 6A:14-1.2(b).14, no additional procedures are required. Therefore, the existing Regulation Guide 2460.14 should be abolished.

Revised: 4 November 2003
Abolished: 31 March 2009
The in-service training needs for professional and paraprofessional staff who provide special education, general education, or related services will be identified and appropriate in-service special education training will be provided by the district.

The district will maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;

2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;

3. Acquire and disseminate to teachers, administrators, Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials, and technology;

4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and

5. Provide for joint training activities of parents and special education, related services, and general education personnel.

Adopted: 9 May 2017
2460.16 INSTRUCTIONAL MATERIAL TO BLIND OR PRINT-DISABLED STUDENTS

All students that are blind or print-disabled will be provided instructional materials in a timely manner in accordance with a plan developed by the district.

The plan to provide the instructional material to blind or print-disabled students in a timely manner will:

1. Be included in the Individualized Education Program of each student with a disability;

2. Set forth the instructional materials needed by the student;

3. Indicate how the instructional material will be provided to the blind or print-disabled student; and

4. Address any assistive technology needed to permit the student to utilize the instructional material to be provided.

Adopted: 31 March 2009
Reviewed: 9 May 2017
The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services for students with exceptional abilities. To that end, the Board directs that each such student be identified and offered an appropriate educational program and services.

For purposes of this Policy, “gifted and talented students” means students who, by virtue of outstanding ability, require differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their potential contributions to self and society. The capacities of such students may be manifested as general intellectual ability, specific academic aptitude, creative or productive thinking, leadership ability, or artistic talent.

The Superintendent shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products and learning environments.

The Superintendent shall develop procedures for an on-going Kindergarten through grade twelve of gifted and talented students at every grade level that includes multiple measures. Multiple measures may include, but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification procedures will be reviewed annually.

The Superintendent will take into consideration the Pre-Kindergarten through Grade Twelve Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students. The educational programs offered to gifted and talented students will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instruction program of the various grades of this district. The programs offered to gifted and talented students may include, but are not limited to: pull-out programs; classroom differentiated instruction; acceleration; flexible pacing; compacted curricula; distance learning; advanced classes; or individual programs infused into the student’s regular instructional program, provided that a written description of the infusion has been prepared and filed in the student’s record.

Programs for gifted and talented students should be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student’s particular needs.

N.J.A.C. 6A:8-1.3; 6A:8-3.1(a)5;
P.L. 108-382, Sec. 10201 et seq.
Gifted and Talented Challenge Enrichment Program for Grades K - 1

A. Identification and Selection for grades K-1

1. Classroom teachers will be familiar with the criteria for identifying gifted and talented pupils and will be alert to pupils who exhibit those criteria. The identification methodology will be developmentally appropriate, non-discriminatory and related to the programs and services offered by the district.

2. The enrichment needs of gifted pupils can be met through a wide variety of activities and teaching strategies. Appropriate curricular and instructional modifications will be developed and address appropriate content, process, products and learning environment.

3. This enrichment will seek to involve the pupil in all subject areas that can provide growth stimulation in higher cognitive processes such as interpretation.

4. Classroom teachers will challenge students in classroom with consultation of Gifted & Talented teacher

B. Identification and initial selection for grades 2-5

1. At the beginning of the second semester, all second grade pupils will be screened for potential giftedness. The process will include an instrument specifically designed to identify potentially high gifted students.

2. The program teacher will review the cumulative files of all the students in grades 3-5 against the criteria for identifying students eligible to be screened for the gifted and talented program. The review will include consideration of intelligence ratings, school rating scale form, home rating scale form, classroom achievements, standardized assessments and creativity test results.

3. Faculty members may also nominate/identify students who they feel exhibit behaviors that indicate that the student would benefit from or need this program.

4. The program teacher will confer with past and present teachers of any student identified in the review of files and of any student recommended for screening by a teacher.

C. Selection Criteria/Process
1. Parent/guardians of students on the eligibility list will be notified that their children are being considered for the Gifted and Talented Program. The children will continue to be evaluated upon consent of the parents/guardians.

2. With parental/guardian's approval eligible students will be administered the following tests:
   a. The SAGES-3 Test of Aptitude - Test to be administered by the Gifted and Talent Program teacher.
   b. A school rating scale form to be completed by the student's classroom teacher.

3. The above scores (SAGES 3, rating scale forms, standardized assessments) will be placed on a Selection Matrix yielding a point value for each student.

4. The Gifted and Talented Program teacher, principal and Director of Curriculum will review the tests and scores and together decide upon those students who should be included in the program.

5. Notification of acceptance or nonacceptance into the program will be given to the parent/guardian of each child tested.

C. Program

1. When a student has met the above criteria the program teacher will:
   a. Provide an orientation program for the parent/guardian of students in grades 2-5 on the goals of the program and secure the parent/guardian's cooperation and permission for the student's participation in the program.
   b. Confer with the student’s teacher about a proposed schedule and program.

2. Since the enrichment needs of gifted and talented students can be met through a wide variety of activities and teaching strategies, program content may vary from grade to grade and within grades.

3. Each student’s program will seek to involve the learner in all subject areas that can provide growth and stimulation in higher cognitive processes such as interpretation, extrapolation, translation, application, analysis, synthesis, evaluation and project based learning.

4. A classroom teacher may provide for the needs of gifted and talented students by:
   a. Presenting content material that is related to broad based issues, themes, or problems;
   b. Integrating multiple disciplines into the study area;
   c. Allowing for in-depth learning of a topic selected by the student within the study area;
d. Developing the student’s independent and self-directed study skills;

e. Developing research skills and methods
f. Integrating higher level thinking skills into the curriculum;

g. Focusing on open-ended tasks;

h. Using new techniques, materials, and forms, such as technology;

i. Encouraging the development of self-understanding; and

j. Encouraging self-appraisal and evaluation.

D. Exit procedures

1. Each identified student will be assessed annually for the appropriateness of continuing his or her enriched program. Assessment may include:

   a. Interviews with the student, the student’s parent(s) or legal guardian(s) and the teaching staff member responsible for the student’s education;

   b. Review of the student’s file, including relevant test results; and

   c. Review of the student’s work in the preceding school year.

2. The program will be revised as required to meet the student’s needs and interests.

3. The student may be withdrawn from the gifted and talented program when:

   a. The student’s academic record indicates a decline in performance;

   b. The student wishes to withdraw and their parent(s) or legal guardian(s) consent to withdrawal; or

   c. The student’s parent(s) or legal guardian(s) request withdrawal.

4. A decision to withdraw a student from the gifted and talented program will be made by the student’s classroom teacher, the principal, the program teacher, the student’s parent(s) or legal guardian(s) and, where appropriate, the student.

Advanced Mathematics and English Programs, Grades 6, 7 and 8

A. Initial Identification and Selection Process
1. In August students in grades 6, 7 and 8 are considered for placement based on state standardized assessment scores, report card grades, writing portfolio and teacher recommendation.

B. Program

1. Students who meet the English Honors requirements will be scheduled for Honors English in grade 7. The students’ standardized test score, report card grades, writing sample and teacher’s recommendation will be reviewed and considered for placement.

2. Students who qualify for Pre-Algebra in grade 7 will participate in the Algebra course in grade 8. The students’ standardized test score, report card grades and teacher’s recommendation will be reviewed and considered for placement.

D. Exit procedures

1. Each identified student will be assessed annually for the appropriateness of continuing their enriched program. Assessment may include:
   a. Interviews with the student, the student’s parent(s) or legal guardian(s) and the teaching staff member responsible for the student’s education;
   b. Review of the student’s file, including relevant test results; and
   c. Review of the student’s work in the preceding school year.

2. The program will be revised as required to meet the student’s needs and interests.

3. The student may be withdrawn from the gifted and talented program when:
   a. The student’s academic record indicates a decline in performance;
   b. The student wishes to withdraw and their parent(s) or legal guardian(s) consent to withdrawal; or
   c. The student’s parent(s) or legal guardian(s) request withdrawal.

4. A decision to withdraw a student from the gifted and talented program will be made by the student’s classroom teacher, the principal, the program teacher, the student’s parent(s) or legal guardian(s) and, where appropriate, the student.

Honors and Advanced Placement Mathematics and English Programs

Honors and Advanced Placement Courses – Grades 9-12
1. The district provides Honors level courses in English, Mathematics, Social Studies and Science. Students must maintain a B+ average to be allowed to take the Honors level in that discipline.

2. Advanced Placement Courses are available in English, Mathematics, Social Studies, Science and Spanish. They are open to junior or seniors. A student must have the required prerequisite courses in order to be able to take an Advanced Placement Course. It is required that students in the course take the Advanced Placement Examination at the end of the course.
NEEDLESS PUBLIC LABELING OF PUPILS WITH DISABILITIES

The Board of Education guarantees the privacy provided by law that no student with a disability be labeled publicly. Therefore, any reference to a student with a disability brought to the attention of the Board and/or any other potential public reference to a student with a disability will be through the use of a district-developed method of coding that would ensure a student’s name or other labeling would not identify the student as a student with a disability. Examples where public labeling of students with disabilities shall be avoided include, but are not limited to, Board meeting agenda information, public address announcements, building/classroom signs, public school documents, and/or any other school publication identifying a student with a disability or class/program of students with disabilities.

Special education classes shall be referred to publicly by the name of the teacher. This applies to schedules, class lists, transportation lists, public address announcements, and any other form of communication that has any potential for any exposure other than for the use by appropriately authorized school staff.

Exceptions to the prohibition of public labeling of students with disabilities may be made upon consent of the student’s parent(s) or legal guardian(s).

All student records shall be maintained strictly in accordance with N.J.A.C. 6A:32-7.1 et seq.

Adopted: 10 October 2008
Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent(s) and assume all parental rights under N.J.A.C. 6A:14-2.2 when:

1. The parent (as defined according to N.J.A.C. 6A:14-1.3) cannot be identified;

2. The parent cannot be located after reasonable efforts;

3. An agency of the State of New Jersey has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student;

4. The student is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the student;

5. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student’s parent, and no State agency has taken steps to appoint a surrogate parent for the student; and

6. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.

Qualifications and Selection

The district will make reasonable efforts to appoint a surrogate parent within thirty days of its determination that a surrogate parent is required for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such a student.

The person serving as a surrogate parent shall:

1. Have no interest that conflicts with those of the student he/she represents;

2. Possess knowledge and skills that ensure adequate representation of the student;

3. Not replaced without cause;

4. Be at least eighteen years of age;
5. Have a criminal history review in accordance with N.J.S.A. 18A:6-7.1 completed prior to his or her serving as the surrogate parent, if the school district compensates the surrogate parent for such services; and

6. Not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

A surrogate parent may be paid solely to act in this capacity.

The Superintendent or designee shall serve as Surrogate Parent Coordinator and will: determine whether there is a need for a surrogate parent for a student, contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student; and make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.

When a student (who is or may be a student with a disability) is in the care of a foster parent, and the foster parent is not the parent of the student as defined in N.J.A.C. 6A:14-1.3, the Director of Special Services where the foster parent resides shall contact the student’s case manager at the Division of Child Protection and Permanency (DCP&P) in the Department of Children and Families to determine whether the parent(s) retains the right to make educational decisions and to determine the whereabouts of the parent(s).

If the parent retains the right to make educational decisions and the parent's whereabouts are known to the school district, the Surrogate Parent Coordinator shall obtain all required consent from and provide written notices to the parent.

If the district cannot ascertain the whereabouts of the parent, the foster parent, unless that person is unwilling to do so, shall serve as the parent pursuant to N.J.A.C. 6A:14-1.3. If there is no foster parent, or if the foster parent is unwilling to serve as the student’s parent, the Surrogate Parent Coordinator shall consult with the student’s case manager at DCP&P to assist in identifying an individual to serve as a surrogate parent and appoint a surrogate parent and obtain all required consent from and provide written notices to the surrogate parent.

Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The Surrogate Parent Coordinator shall coordinate the training for surrogate parents. The training will include, but not be limited to:

1. Providing the surrogate parent a copy of:

   a. Parental Rights in Special Education booklet;
b. N.J.A.C. 6A:14;

c. The Special Education Process;

d. Code Training Materials from the Department of Education website; and

e. Other relevant materials.

2. Providing the surrogate parent an opportunity to meet with the Surrogate Parent Coordinator to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Surrogate Parent Coordinator shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;

3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student’s disability through a review of the student’s record;

4. Providing the surrogate parent an opportunity to confer with the student’s case manager to discuss the student; and

5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the student.

Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

N.J.A.C. 6A:14-2.2

Adopted: 31 March 2009
Revised: 9 May 2017
INDEPENDENT EDUCATIONAL EVALUATIONS

Special education law permits a parent to request an independent educational evaluation (IEE) for their child if there is disagreement with any evaluation provided by the Board of Education. An “independent educational evaluation” is an evaluation conducted by a qualified examiner who is not an employee of the public school district responsible for the education of the child in question. Such IEEs shall be provided at no cost to the parent unless the school district initiates a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. If it is determined the school district’s evaluation is appropriate, the parent still has the right to an IEE, but not at the school district’s expense.

Upon receipt of a parental request for an IEE, the school district shall provide the parent with information about where an IEE may be obtained and the criteria for IEEs according to N.J.A.C. 6A:14-2.5(c)3 and (c)4 and the additional criteria outlined below in this Policy:

1. Any IEE paid for with public funds shall:
   a. Be conducted according to the provisions of N.J.A.C. 6A:14-3.4; and
   b. Be obtained from another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required.

2. An independent medical evaluation may be obtained according to N.J.A.C. 6A:14-5.1(e).

Additional criteria for an IEE shall be as follows:

1. The Board will not pay for an IEE unless it complies with the following criteria unless the parent can show that unique circumstances warrant deviation from same:
   a. The independent evaluator must be appropriately certified and/or licensed in the State of New Jersey. In instances where no applicable certification/license exists, the evaluator must provide the Board with documentation of extensive and recent training and experience related to the assessment of the known or suspected disability;
   b. The independent evaluator may only charge fees for educational evaluation services that, in the judgment of the Board, are reasonable in accordance with 2. below;
c. The independent evaluator must be free from any conflict of interest;

d. The independent evaluator and members of the Child Study Team must be permitted to directly communicate and share information with each other. The independent evaluator must also agree to release the assessment information, results, and report(s) to the school district prior to receipt of payment for services;

e. For any independent evaluation, whether paid for with public or private funds, the school district shall permit the evaluator to observe the student in the classroom or other educational setting, as applicable; and

f. The independent evaluator shall make at least one contact with the student’s case manager for the purpose of determining how the student is progressing in his/her current programming.

2. The maximum allowable cost for an independent evaluation will be limited to the reasonable and customary rate of $700 per evaluation, as determined and approved by the Board annually. This rate shall be in the range of what it would cost the Board to provide the same type of assessment through either another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required. This Board-approved rate shall be provided to the parent upon their request for an IEE. The Board shall not be responsible for any costs beyond the IEE, such as transportation, lodging, food, etc.

a. The parent may provide documentation to the Board demonstrating unique circumstances to justify an IEE that exceeds the maximum allowable cost established by the Board. If, in the Board’s judgment, there is no justification for the excess cost, the Board may agree to fund the IEE up to the school district’s maximum allowable cost with the parent responsible for any remaining costs. In the alternative, the Board may request a due process hearing to enforce its established maximum allowable cost.

Upon receipt of a parental request for an IEE, the school district shall take steps to ensure the IEE is provided without undue delay or not later than twenty calendar days after receipt of the parental request, the school district shall request a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate.

If a parent requests an IEE, the school district may ask the parent to explain why he or she objects to the school district's evaluation. However, the school district shall not require such an
explanation and shall not delay either providing the IEE or initiating a due process hearing to defend the school district's evaluation.

Any IEE submitted to the district, including an IEE obtained by the parent at private expense, shall be considered in making decisions regarding special education and related services.

If an Administrative Law Judge orders that an IEE be conducted, the IEE shall be obtained by the district in accordance with the decision or Order of the Administrative Law Judge, and the Board of Education shall pay the cost of the IEE in accordance with the provisions of this Policy.

A parent is entitled to only one IEE paid for by the Board each time the school district conducts an evaluation with which the parent disagrees.

N.J.A.C. 6A:14-2.5; 6A:14-2.7
CFR Section 300.502

Adopted: 27 May 2014
2481 Home or Out of School Instruction for
General Education Students

The district will provide instructional services to enrolled general education students at the
student’s home or other suitable out-of-school setting under the following conditions:

A. The student is mandated by State law and rule for placement in an
alternative education program for violations of N.J.A.C. 6A:16-5.5
(firearm offenses) and 6A:16-5.6 (assault with weapons offenses), but
placement is not immediately available;

B. The student is placed on short-term or long-term suspension from
participation in the general education program pursuant to N.J.A.C.
6A:16-7.2 and 7.3; or

C. A court order requires the student receive instructional services in the
home or other out-of-school setting.

The district in which the student resides is responsible for the costs of providing
instruction in the home or out-of-school setting either directly or through contract with
another Board of Education, Educational Services Commission, Jointure Commission
or approved clinic or agency. The district shall provide services no later than five
school days after the student has left the general education program.

The services to be provided shall meet the minimum standards as required in N.J.A.C.
6A:16-10.2(d). The district will develop an Individualized Program Plan (IPP) for the
delivery of instructional services and student progress in accordance with requirements
of N.J.A.C. 6A:16-10.2(d)1. The IPP shall be based upon consultation with the
student’s parent(s) or legal guardian(s) and a multi-disciplinary team of professionals
with appropriate instructional and educational services credentials to assess the
educational, behavioral, emotional, social, and health needs of the student and
recommend a program to address both educational and behavioral goals. The IPP shall
incorporate any prior findings and actions recommended through the school building’s
system of Intervention and Referral Services pursuant to N.J.A.C. 6A:16-8 and
recommend placement in an appropriate educational program. The school district shall
review the student’s progress, consult with the student’s parent(s) or legal guardian(s),
and revise the IPP no less than every sixty calendar days.
The teacher(s) providing the instruction will be appropriately certified for the subject and grade level of the student. One-on-one instruction will be provided for no fewer than ten hours per week on three separate days of the week and no fewer than ten hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the student’s classroom. If home instruction is provided to students in a small group rather than through one-on-one instruction, direct instruction, that may include guided learning experiences, shall be provided for no fewer than twenty hours per week provided on no fewer than three separate days during the week and the student to teacher ratio shall not exceed 10:1.

Students will receive instruction that meets the Core Curriculum Content Standards in accordance with N.J.A.C. 6A:8 and that meets the school district’s requirements for promotion and graduation.

If instruction is delivered in the student’s home, a parent or other adult 21 years of age or older who has been designated by the parent shall be present during all periods of home instruction. Refusal or failure by a parent(s) or legal guardian(s) to participate in the development and revision of the student’s IPP or to be present in the home as required may be deemed a violation of compulsory education laws, pursuant to N.J.S.A. 18A:38-25 through 31, and child neglect laws, pursuant to N.J.S.A. 9:6-1 et seq.

The Principal or designee shall maintain a summary record, pursuant to N.J.A.C. 6A:16-10.2(g)1, concerning students receiving home or out-of-school instruction because they could not be placed in the setting recommended as most appropriate in the students’ IPPs. The Superintendent shall provide the summary report annually to the County Superintendent pursuant to N.J.A.C. 6A:16-10.2(g).

N.J.A.C. 6A:16-10.2

Adopted: 15 July 2003
Revised: 4 December 2007
R 2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION PUPILS

The Board of Education will provide instructional services to an enrolled general education student at the student’s home or other suitable out-of-school setting pursuant to N.J.A.C. 6A:16-10.2.

A. Conditions For Providing Instructional Services – N.J.A.C. 6A:16-10.2(a)

1. The student is mandated by State law and rule for placement in an alternative education program for violations of N.J.A.C. 6A:16-5.5 and 5.6 but placement is not immediately available;

2. The student is placed on short-term or long-term suspension from participation in the general education program pursuant to N.J.A.C. 6A:16-7.2 and 7.3; or

3. A court order requires the student receive instructional services in the home or other out-of-school setting.

B. Providing Services

1. The school district shall provide services no later than five school days after the student has left the general education program.

2. The school district in which the student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly or through contract with another Board of Education, Educational Services Commission, Jointure Commission or approved clinic or agency.
C. Standards For Home or Out-Of–School Instruction

1. The Principal or designee shall coordinate the development of an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and student progress.

   a. For a student expected to be on home instruction for thirty calendar days or more, the IPP shall be developed within thirty calendar days after placement;

      (1) For a student on short-term suspension from the general education program pursuant to N.J.A.C. 6A:16-7.2, development of an IPP is not required.

      (2) For a student on long-term suspension from the general education program pursuant to N.J.A.C. 6A:16-7.3, the IPP shall be developed within thirty days following a determination by the school district.

   b. The IPP shall be based upon consultation with the student’s parent(s) or legal guardian(s) and a multi-disciplinary team of professionals with appropriate instructional and educational services credentials to assess the educational, behavioral, emotional, social, and health needs of the student and recommend a program to address both educational and behavioral goals;

   c. The IPP shall incorporate any prior findings and actions recommended through the school building system of Intervention and Referral Services, pursuant to N.J.A.C. 6A:16-8, Intervention and Referral Services;

   d. The IPP shall recommend placement in an appropriate educational program, including supports for transition back to the general education setting; and

   e. The Principal or designee) shall review the student’s progress, consult with the student’s parent(s) or legal guardian(s), and coordinate the revision of the IPP no less than every sixty calendar days.

2. The teacher providing instruction shall be appropriately certified for the subject and grade level of the student pursuant to N.J.A.C. 6A:9, Professional Licensure and Standards.
3. The teacher shall provide one-on-one instruction for no fewer than ten hours per week on three separate days of the week and no fewer than ten hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the student’s classroom.

   a. If home instruction is provided to students in a small group rather than through one-on-one instruction, direct instruction, that may include guided learning experiences, shall be provided for no fewer than twenty hours per week provided on no fewer than three separate days during the week and the student to teacher ratio shall not exceed 10:1.

4. The instruction shall meet the Core Curriculum Content Standards in accordance with N.J.A.C. 6A:8 and the district’s requirements for promotion and graduation.

5. If instruction is delivered in the student’s home, a parent(s) or legal guardian(s) or other adult twenty-one years of age or older who has been designated by the parent(s) or legal guardian(s) shall be present during all periods of home instruction.

6. Refusal or failure by a parent(s) or legal guardian(s) to participate in the development and revision of the student’s IPP as required or to be present in the home as required in 5. above may be deemed a violation of compulsory education laws, pursuant to N.J.S.A. 18A:38-25 through 31, and child neglect laws, pursuant to N.J.S.A. 9:6-1 et seq.

D. Record Keeping

1. The Principal or designee (shall maintain a summary record concerning students receiving home or out-of-school instruction because they could not be placed in the setting recommended as most appropriate in the students' IPPs.

   a. The summary record shall provide information concerning the number of students categorized by age, grade and gender, the number of weeks on home instruction before placement in the recommended setting, and the reasons for delay.

   b. The Superintendent shall provide the summary report annually to the County Superintendent of Schools.

Adopted: 4 December 2007
2510   ADOPTION OF TEXTBOOKS

The Board of Education shall approve all textbooks used in the educational program of this district. "Textbook" means the principal source of instructional material for any given course of study, in whatever form the material may be presented, which are available or distributed to every student enrolled in the course of study.

The Superintendent shall be responsible for the selection and recommendation of textbooks for Board consideration, but the Board may approve textbooks not recommended by the Superintendent.

In considering the approval of any proposed textbook, the Board will weigh its value as a learning tool; its suitability for the maturity level and educational accomplishment of the students who will be using the book; its freedom from bias; its relationship to a course of study adopted by the Board; its relationship to a continuous multigrade program; its impact on community standards of taste; the manner by which it was selected; and its cost, appearance, and durability.

The Superintendent shall develop regulations for the selection of textbooks that include effective consultation with professional staff members at all appropriate levels. Textbooks currently in use shall be periodically evaluated for their continuing usefulness and relevance and shall be replaced or updated with new editions as often as necessary to meet the needs of students and the curriculum. A list of all approved textbooks shall be maintained and revised annually by the Superintendent and made available for the use of the professional staff and for the information of members of the Board and the public.


Adopted:  9 August 1997
Revised:  11 April 2000
Reviewed:  15 July 2003
R 2510  ADOPTION OF TEXTBOOKS

A. Definition

A "textbook" is the principal source of instructional material for any given course of study, in whatever form the material may be presented, which is available to or distributed to every student enrolled in the course of study.

B. Textbook selection committee

1. A textbook selection committee(s) will be named by the principal of each school as needed.

2. The principal of a non-departmentalized school will appoint to the committee teaching staff members, who represent a range of interests and backgrounds.

3. The principal of a departmentalized school will appoint to the committee teaching staff members, who represent the department.

4. The Principal or designee will chair the committee.

C. Recommendation procedures

1. Any teaching staff member may request the textbook selection committee's consideration of a possible textbook.

2. The textbook selection committee will investigate current textbooks on the market.

3. A textbook recommended for screening should be read and examined by each of the textbook selection committee members or, in a departmentalized school, by the appropriate subject area representatives. The committee members should have examined, wherever possible, at least three other books similar in nature to the textbook recommended for adoption.

4. Each textbook selection committee member should submit to the chairperson a written evaluation of the textbook.

5. The committee chairperson will also read and examine each recommended textbook.

6. The committee chairperson or the person initiating the request for consideration will prepare an evaluation report for submission to the Superintendent.
7. The Superintendent will forward the recommendation to the Board. They may first convene the textbook selection committee or confer with the chairman of the committee to discuss the evaluation report and the merits of the recommended textbook.

D. Review of textbooks currently in use

1. Each textbook that has been in use in the district for five years or more will be evaluated by the textbook selection committee for its continuing usefulness. In addition, any teaching staff member may recommend the review of a textbook currently in use and used for less than five years.

2. The textbook selection committee will consider
   a. The length of service of the current textbook,
   b. Its copyright date,
   c. The average condition of the textbooks currently in use,
   d. The cost of replacements,
   e. The merits of the textbook in the light of the standards by which new textbooks are measured, and
   f. If review has been especially requested, the reason for the request.

3. A recommendation to retire a textbook will be forwarded to the Superintendent with a full report of the committee's findings. Any such recommendation should be accompanied by the committee's suggestion for a replacement textbook.

E. Standards of review

In the review of any suggested textbook, the textbook selection committee shall consider:

1. The reliability and reputation for scholarship of its author and publisher;

2. Whether the content of the textbook
   a. Relates to the course of study in which it will be used,
   b. Can be read and understood by the students for which its use is intended,
   c. Is accurate and up to date,
d. Clearly distinguishes fact from opinion,

e. Is well organized and presented,

f. Includes helpful and thoughtfully prepared indexes, graphic materials, references, bibliographies, glossaries, and appendices, and

g. Is biased;

3. The ways in which a proposed textbook improves on the book it replaces;

4. Whether the proposed textbook's binding, paper, and typeface are appropriate and durable;

5. The cost and probable life of the proposed textbook;

6. Whether the presentation of any controversial subject is objective and suitable to the maturity of the students for whose use the book is intended;

7. The experience other schools and/or districts may have had with the use of the proposed textbook; and

8. The textbook's compliance with the district's affirmative action plan for school and classroom practices, as set forth in Policy No. 2260.

Adopted: 9 August 1997
Revised: 11 April 2000
Reviewed: 15 July 2003
2520  INSTRUCTIONAL SUPPLIES

The Board of Education shall supply each teaching staff member with the supplies, materials, and equipment necessary for the implementation of the approved program and each student with the supplies and materials required for the successful completion of courses of study.

The Board expressly exempts from this policy such clothing or personal equipment as may be required by the Board for reasons related to the safety and health of students or the protection of school property and are individualized or non-reusable, and any materials used in the manufacture or preparation of useful or decorative items that students are permitted to retain, except that no student will be denied participation in any course of study or school sponsored activity because of their financial inability to bear the cost of such clothing, equipment, or materials.

The Superintendent shall develop regulations for the selection and utilization of instructional supplies that include effective consultation with teaching staff members at all appropriate levels.

N.J.S.A.  18A:34-1

Adopted:  9 August 1997
Revised:   11 April 2000
Reviewed:  15 July 2003
A. Definition

"Supplies" are the consumable materials distributed to teachers and students for the implementation of the instructional program.

B. Supply procedures

1. Supplies will be kept in a supply closet or room in each school building. The school office will be responsible for the content and inventory of the supply closet.

2. Each teacher will request supplies when required by submitting a written request to the Principal. The teacher should request a sufficient quantity of supplies to satisfy the needs of their class for at least one week.

3. The teacher's request will be recorded in the school office.

4. At the end of each school year, a record of the supplies requested and used in each classroom will be given to the school office.

5. The principal will invite all teaching staff members to suggest additional supplies and/or replacements for the supplies currently used.

C. Cost of supplies

Supplies will be made available without charge to all students, except in the following circumstances.

1. Where non-reusable clothing or personal equipment, such as gym outfits, is required for reason of safety, health, or the protection of school property, students will be requested to provide their own clothing or equipment. The principal may require that such clothing or equipment meet school standards (other than color or style) and may recommend a suitable commercial source for the clothing or equipment.

2. Where a student enrolled in a class or activity in which a product is made, such as woodshop or home economics, chooses to prepare and keep a useful item, the student may be required to pay the costs of the materials used. Students shall always be given the option of preparing an item for use by the school, for which no charge will be made. Any charge made under this regulation will be presented in writing by the teacher with a copy to the school office, and the moneys collected will be deposited with the school office.
3. Students may be required to provide supplies for their participation in co-curricular activities.

4. A student who is eligible for free and reduced rate meals will not be required to pay for any supplies, including those exempted from free distribution in ¶D1, 2, and 3 above.

5. Teachers are advised to report to the school office any student who is unable to pay for the supplies listed above.

Adopted: 9 August 1997
Revised: 11 April 2000
Reviewed: 15 July 2003
2530  RESOURCE MATERIALS

The Board of Education shall provide resource materials to implement district and school educational goals and objectives as student needs dictate and district resources permit. Such materials include reference books, other supplementary titles, maps, library print and non-print materials, and other sources of information for use by students that are not designated as textbooks.

The Superintendent shall be responsible for the selection and maintenance of all resource materials, in accordance with the following standards:

1. Material will be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served;

2. Wherever possible, materials will provide major opposing views on controversial issues so that students may develop under guidance the practice of critical reading and thinking;

3. Wherever possible, materials will represent the many religious, ethnic, and cultural groups and their contribution to American heritage;

4. Materials will be factually accurate and of genuine literary or artistic value;

5. Materials will be of a quality and durability appropriate to their intended uses and longevity;

6. Materials will relate to, support, and enrich the courses of study adopted by the Board.

The Superintendent will develop regulations for the selection of resource materials that provide for the effective consultation of teaching staff members at all appropriate levels; insure that the Board's budgetary allotment for resource materials is efficiently spent and wisely distributed throughout the instructional program and the district; and insure an inventory of resource materials that is well balanced and well rounded in coverage of subject, types of materials, and variety of content.

The Superintendent will evaluate the continuing effectiveness and utility of resource materials and recommend to the Board the removal of those materials that no longer meet the standards set forth in this policy. Any request for the removal of resource materials will be governed by Policy No. 9130 on public complaints.

Adopted: 9 August 1997
Revised: 11 April 2000
Reviewed: 15 July 2003
R 2530  RESOURCE MATERIALS

A. Definition

"Resource materials" are all those sources of information for the use of students that have not been designated as textbooks and generally must be shared by individual students. Resource materials include reference books, fiction and nonfiction books, maps, audio and audio-visual materials, CD ROMs, pamphlets, periodicals, and pictures. Resource materials may be maintained in classroom library collections and/or in the school library or media center.

B. Selection process

1. The Library Media Specialist in each school building will accept the written requests of teaching staff members for new and revised reference materials. Each request should include the

   a. Name and originator of the work,

   b. Its publisher or distributor,

   c. A brief description of the material, and

   d. The reason for the request, including the relevance of the material to the instructional program.

2. All recommendations will be forwarded to the Library Media Specialist for consideration. The Media Specialist will attempt to review each requested work or, alternatively, to consult with other educational institutions that have used the material.

3. The Library Media Specialist may consult such selection aids as booklists, school library journals, previews, school library catalogs, and subject bibliographies prepared by specialists in the field.

4. The Library Media Specialist will measure each recommendation against the standards for selection (see ¶C) and the amount budgeted for resource materials in the current or succeeding school year, as appropriate.

5. The Library Media Specialist will present to the Superintendent a list of recommended purchases. The list will include multiple copies of material for which a high level of interest and need is anticipated.
C. Selection standards

Standards to be applied in the selection of resource materials are those set forth in Policy No. 2530, repeated here:

1. Material will be suited to the varied interests, abilities, reading levels, and maturation levels of the students to be served.

2. Wherever possible, materials will provide major opposing views on controversial issues so that students may develop under guidance the practice of critical reading and thinking.

3. Wherever possible, materials will represent the many religious, ethnic, and cultural groups and their contribution to American heritage.

4. Materials will be factually accurate and of genuine literary or artistic value.

5. Materials will be of a quality and durability appropriate to their intended uses and longevity.

6. Materials will relate to, support, and enrich the courses of study adopted by the Board.

D. Removal of reference materials

1. The Library Media Specialist will conduct a periodic review of reference collections for their
   a. Continuing usefulness;
   b. Relevance to the curriculum;
   c. Representation of the needs and interests of all grade levels, subject areas, and departments; and
   d. Balance of content, types of material, and manner of presentation.

2. Standard materials subject to frequent use that are worn or missing should be replaced periodically.

3. Outdated materials and materials no longer relevant to the curriculum may be withdrawn from the collection on Board approval.

4. A complaint about reference materials shall be handled in accordance with Policy No. 9130 and Regulation No. 9130.

Adopted: 9 August 1997
Revised: 11 April 2000
Reviewed: 15 July 2003
2530.1 HIGH SCHOOL LIBRARY MEDIA CENTER

The purpose of the Library Media Center is to provide areas where students can pursue independent research and study as an extension of classroom learning activities.

Teachers should encourage students to use the materials in the Center. A wide variety of print and non-print materials are available for student use. Teachers must familiarize themselves with these materials in order to provide assistance to students.

Audio-visual electronic equipment will be stored in the center; teachers are to keep a sign-out sheet for students who wish to use the equipment during a given period, and see that students return the equipment at the end of the period. Audio-visual electronic equipment in the Library Media Center should not be taken out for classroom use. These are to be received from the AV/Technology Coordinator.

Students Using the Center

Students may use the Center instead of going to their regular study hall. Because of limitation of space, the following priorities have been established:

1. Students must have a specific assignment for completion in the Center.

2. Students seeking extra help in a specific subject area.

3. Students working independently to investigate materials in the Center.

4. Students wishing to browse through materials in the Center.

5. Students using the Center must sign in and when the Center is filled no others will be admitted. Upon leaving the Center, students must sign the sign-out sheet.

The success of the Center rests upon the effectiveness of the teachers in charge. Evaluation should be continuous and suggestions for improvement should be given to the principal.

Adopted: 9 August 1997
Revised: 11 April 2000
Reviewed: 15 July 2003
2530.2  **AUDIO-VISUAL ELECTRONIC EQUIPMENT**

Schools are equipped with a variety of audio-visual and electronic equipment. Questions regarding the availability, operation, and repair of this equipment should be directed to the building AV/Technology Coordinator.

AV/Electronic equipment assigned to teachers must be accounted for at the end of the year. Report any losses immediately to the AV/Technology Coordinator or the Principal.

Audio-visual materials and supplies are housed and catalogued in the Library Media Center circulation area which are subject to Library Media Center rules as stated in Policy 2530.1.

Adopted: 9 August 1997
Revised: 11 April 2000
Reviewed: 15 July 2003
2531  COPYING COPYRIGHTED MATERIALS

The Board of Education encourages teaching staff members to make judicious use of appropriate printed materials, sound recording, televised programs, and computer software in the curriculum but recognizes that federal law, applicable to public school districts, protects the originators of those materials from the unauthorized use of their copyrighted works. The Board expressly forbids the use of school equipment for the illegal reproduction of copyrighted materials.

In order to define the fair and reasonable use that teaching staff members may make of copyrighted works for educational purposes without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board directs the Superintendent to promulgate regulations regarding the copying and distribution of copyrighted materials for instructional purposes.

Computer software may be reproduced only for archival purposes or when copying is an essential step in the utilization of the program. Computer software should be purchased in sufficient quantity to permit its classroom use without simultaneous loading. Where appropriate, the Superintendent shall seek a licensing agreement with the software publisher that permits the reproduction of software, the simultaneous use of software, and the purchase of multiple copies of software at discount prices.

Students and staff members shall be instructed that copyright infringement is a form of theft. A student or staff member who reproduces or uses copyrighted material in violation of this policy will be subject to discipline.

17 U.S.C. 101 et seq.

Adopted: 9 August 1997
Revised: 25 April 2000
A. Literary Material

1. A single copy may be made of any of the following by or for a teacher at their individual request for scholarly research or for use in teaching or in preparation for teaching a class:

   a. A chapter from a book;

   b. An article from a periodical or newspaper;

   c. A short story, short essay or short poem, whether or not from a collective work; or

   d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

2. Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

   a. Each copy includes a notice of copyright, and

   b. The material copied is brief and the copying is spontaneous and noncumulative as measured by the following definitions of brevity, spontaneity, and noncumulative effect.

   (1) Brevity: A reproduced work is brief if it consists of the following:

      (a) Poetry: Not more than a complete poem if fewer than 250 words and if printed on not more than two pages, or an excerpt from a longer poem if the excerpt is not more than 250 words. These numerical limits may be expanded to permit completion of an unfinished line of poetry.

      (b) Prose: Not more than a complete article, story, or essay of fewer than 2,500 words; or an excerpt from any prose work of not more than 1,000 words or ten percent of the work, whichever is less, but in any event a minimum of 500 words. These numerical limits may be expanded to permit completion of an unfinished prose paragraph.

      (c) Illustration: Not more than one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
(d) Special works: Certain works in poetry, prose or in poetic prose which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience often fall short of 2,500 words in their entirety. Paragraph 2b(1)(b) above notwithstanding, such special works may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than ten percent of the words found in the text thereof may be reproduced.

(2) Spontaneity: Reproduction of a copyrighted work is spontaneous if:

(a) The copying is at the instance and inspiration of the individual teacher; and

(b) The inspiration and decision to use the work and the moment of its use of maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to use the work.

(3) Noncumulative Effect: Reproduction of a copyrighted work is noncumulative if:

(a) The copying of the material is for only one course in the school in which the copies are made;

(b) Not more than one short poem, article, story, essay or two excerpts has been copied from the same author or more than three from the same collective work or periodical volume during one class term. This section does not apply to current new periodicals and newspapers and current news sections of other periodicals.

(c) There have been no more than nine instances of such multiple copying for one course during one class term. This section does not apply to current new periodicals and newspapers and current news sections of other periodicals.

3. Notwithstanding any of the above, the following prohibitions shall be in effect:

a. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

b. There shall be no copying of or from works intended to be consumable in the course of study or of teaching. Consumable works include workbooks, exercises, standardized tests, test booklets, answer sheets, and like material.
c. Copying shall not substitute for the purchase of books, publishers’ reprints, or periodicals; or be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term.

d. No charge shall be made to the student for the copied material.

B. Televised material

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a retention period of forty-five calendar days after the date of the recording; at the expiration of the retention period the recording must be erased or destroyed.

2. An off-air recording may be used once by individual teachers in the course of relevant teaching activities and may be repeated once only when instructional reinforcement is necessary, in the classroom or similar place of instruction or the home of a student receiving home instruction, during the first ten school days in the retention period. After the first ten school days, an off-air recording may be used during the remainder of the retention period only to permit teachers to evaluate its effectiveness in the instructional period.

3. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

5. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

C. Music

1. The following uses of copies of copyrighted music are permissible.

   a. Emergency copies of printed music may be made to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies are substituted in due course.

   b. For academic purposes other than performance:
(1) Multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement, or aria, but in no case more than ten percent of the work. The number of copies shall not exceed one copy per student.

(2) A single copy of an entire performable unit (section, movement, aria, etc.) that is (a) confirmed by the copyright proprietor to be out of print or (b) unavailable except in a larger work, may be made by or for a teacher solely for the purpose of scholarly research or in preparation to teach a class.

c. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.

d. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

e. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by the school district or by an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the district or the teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)

2. The following uses of copies of copyrighted music are prohibited.

a. Copying to create or replace or substitute for anthologies, compilations, or collective works;

b. Copying of or from works intended to be consumable in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets, and like material;

c. Copying for the purpose of performance, except as permitted in ¶C1a;

d. Copying for the purpose of substituting for the purchase of music, except as permitted in ¶C1a and ¶C1b; and

e. Copying without inclusion of the copyright notice that appears on the printed copy.

D. Computer software

1. A software program shall not be copied onto a blank disk except as expressly permitted by the program itself.
2. An archival disk may be made as a back-up program disk. The archival disk shall be used only when the original software disk has been mistakenly damaged or destroyed and may not be used for any other purpose.

3. Software shall not be loaded into more than one computer at any one time.

E. Obtaining Permission for Copying

1. A teacher may request and obtain permission to copy material from a copyrighted work; the teacher may then use the work as expressly permitted and will not be bound by the limitations and prohibitions set forth above.

2. Request for permission must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include

   a. The title, author or editor, and edition of materials for which permission is sought;

   b. The exact material to be used, with specification of amount, page numbers, chapters, including, if possible, a photocopy of the material;

   c. The number of copies the requestor proposes to make;

   d. The use to be made of the duplicated materials;

   e. The form of distribution;

   f. Whether or not the copies will be sold; and

   g. The process by which the material will be reproduced.

3. A copy of the written permission granted by the publisher or copyright owner shall be preserved by the principal.

Adopted: 9 August 1997
Revised: 25 April 2000
A. Standards for Use

1. A teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of any study, activity, or performance that involves live animals in school.

2. Each study involving live animals will have as a clearly defined objective the teaching of some biological principle(s).

3. All animals used must be lawfully acquired in accordance with State and local laws, be healthy and free from transmissible diseases, and must have been vaccinated against rabies if susceptible. Proof of vaccination must be provided to the Principal or designee before the live animal is brought into the school building.

4. Animals may be handled only by the responsible adult supervisor and the student(s) directly involved in the study or performance.

5. Animals must be properly fed and provided with sanitary cage quarters.

6. When animals are kept on school grounds or in a school building over vacation periods, adequate housing must be provided and a qualified caretaker must be assigned the specific duties of care and feeding.

7. Teachers of students pursuing investigations at other than regular class periods while in school as part of a school assignment or project (such as a school science fair) will be bound by these regulations.

8. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.

9. The Principal or designee will make a determination that no student in a class where the animal will be housed is allergic to the animal and would suffer an adverse reaction to the animal. The Principal or designee should also attempt to determine if any other student in the school building could suffer an adverse reaction. If the Principal or designee determines that there is a student(s) who would suffer an adverse reaction, the Principal or designee shall deny approval to have the animal in the school.

B. Injury to Persons
The following steps will be followed in the event a student, staff member, or visitor to school is bitten or scratched by an animal in school. The teaching staff member or adult supervisor in charge will:

1. Take immediate and prudent steps to prevent further injury;

2. Follow Regulation No. 8441 for The Care of Injured and Ill Persons; and

3. Capture and impound the animal, pending a determination of the Board of Health regarding any further action.

Adopted: 9 August 1997
Revised: 25 April 2000
Revised: 11 May 2010
R 2560 LIVE ANIMALS IN SCHOOL

A. Standards for Use

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Adopted: 9 August 1997
Revised: 25 April 2000
Revised: 11 May 2010
The Board of Education directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by this Board. To this end, the Superintendent shall employ such tests and methods as may be indicated by sound professional judgment. Wherever possible, the assessment program shall follow evaluation procedures set forth in the course guides.

The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board during the school year. Findings of the assessment program may be used to evaluate the progress of students and the effectiveness of staff members. The Board will annually make available to the public the collective progress of students toward the goals of the district.

The Board will annually, prior to the end of the school year and in conjunction with appropriate members of the administrative staff, conduct a review of the educational progress of the district, assess district and student needs, and establish long range and short range objectives for the educational program. The Board's annual report will be submitted to the Commissioner of Education as required.

The Superintendent shall annually recommend improvements in the educational program based on the Board's evaluation of the district's program. The Board reserves the right to employ experts from outside the school district to serve in the evaluation process.

N.J.A.C. 6A:8-4.1 et seq.

Adopted: 9 August 1997
Revised: 25 April 2000
Revised: 9 May 2005 citation only
Revised: 27 September 2016
The Commissioner of Education, in accordance with N.J.S.A. 18A:7C-1 et seq. and 18A:7E-2 and 3, may implement assessments of student achievement in any grade(s) and by such assessments as he or she deems appropriate. The Commissioner shall report to the State Board of Education the results of such assessments.

The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the New Jersey Student Learning Standards (NJSLS). The Commissioner, with the approval of the State Board of Education, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLS at grade levels three through twelve. After consultation with the Commissioner, the State Board of Education shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the NJSLS.

State assessments provide parents with important information about their child’s progress; detailed diagnostic information about each individual student’s performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student’s level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments will be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

Pursuant to N.J.A.C. 6A:8-4.1(b) and (c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.

Statewide Assessment System

The Superintendent of Schools shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.

The Board of Education shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; the high school end-of-course PARCC assessments; and the alternative assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.
The Department of Education shall implement the elementary component of the Statewide assessment of the NJSLS consisting of continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade four.

The Department of Education shall implement the middle school component of the Statewide assessment of the NJSLS consisting of the following: continued administration of mathematics and English language arts in grades six, seven, and eight; and of science in grade eight.

The Department of Education shall implement a high school assessment program component of the NJSLS that assesses, at a minimum, English language arts, mathematics, and science with the exception that students may receive a waiver from the Board of Education from taking the high school end-of-course PARCC assessment in ELA 11 due to the student's participation in another English language/literature college placement assessment during the same school year.

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1. The Board may administer the Statewide assessments in mathematics to ELLs in their native language, when available, and/or English. The Board of Education shall have the option for a first-year ELL of substituting a Department of Education-approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.

The Board of Education shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.

At specific times prescribed by the Commissioner of Education, the Board of Education shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities. The Department of Education shall implement the alternative assessment for students with disabilities according to the schedules in N.J.A.C. 6A:8-4.1(c)1, 2, and 3. The alternative assessment for students with disabilities measures the progress of students who have been determined eligible for the alternative assessment for students with disabilities by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

The Boards of Education shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(f).
Test Administration Procedures and Security Measures

The Board of Education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district. All Statewide assessments shall be administered in accordance with the Department of Education’s required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student performance after each test administration in accordance with the provisions of N.J.A.C. 6A:8-4.2(a). The Board shall maintain an accurate record of each student’s performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2. Information regarding individual student test scores shall only be released in accordance with Federal and State law.

The Board of Education shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.

The Board of Education shall maintain an accurate record of each student’s performance on Statewide assessments.

The Board of Education shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:

1. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth in N.J.A.C. 6A:8-5.1(a)6;

2. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);

3. Evidence of instructional experience and performance in the NJSLS;

4. Evidence of technological literacy;

5. Evidence of career education instructional experiences and career development activities;

6. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in Department of Education-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and

7. Any other information deemed appropriate by the Board of Education.
Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board of Education will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.2. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on Statewide or local assessments. All students shall be expected to demonstrate the knowledge and skills of the NJSLS as measured by the Statewide assessment system.

Annual Review and Evaluation of School Districts

The Department of Education shall review the performance of schools and school districts in accordance with the provisions of N.J.A.C. 6A:8-4.4.

Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the State Board of Education and the public on the progress of all students and student subgroups in meeting the NJSLS as measured by the Statewide assessment system by publishing and distributing the Department of Education’s annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5. After each test administration, the Department of Education shall report to the Board on the performance of all students and of student subgroups. The Department of Education shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students. In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.

Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.

N.J.S.A. 18A:7C-1
N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.;
6A:14-3.7; 6A:14-4.10

Adopted: 9 August 1997
Revised: 2 May 2000
Revised: 23 April 2013
2624 GRADING SYSTEM

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual students is important to the continuing process of learning.

The Board directs that the instructional program of this district include a system of grading in grades kindergarten through twelve consistent with the educational goals of the district. Grades will measure the progress of students against course objectives and proficiencies.

Students shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward students for positive efforts and minimize failure, and students should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parents or legal guardians, and students, a grading program appropriate to the course of study and maturity of students. The final decision on any contested grade will be the responsibility of the Board. A student classified as disabled will be graded in accordance with their individualized educational program.

Adopted: 9 August 1997
Revised: 2 May 2000
Reviewed: 2 September 2003
A. Purpose of grading

1. The purpose of grading is to assist students in the process of learning; all grading systems will be subject to continual review and revision to that end.

2. Good grades acknowledge a student’s
   a. Active participation in and attention to daily lessons;
   b. Frequent contribution to discussions;
   c. Prompt, thorough, accurate, and neat preparation of assignments;
   d. Thorough preparation for tests;
   e. Display of an eagerness to learn and an inquisitive approach to lessons;
   f. Attention to the need for proper materials;
   g. Cooperation with the teacher's efforts; and
   h. Willingness to work to the best of their ability and to do more than the minimum expected.

B. Preparation for grading

1. Each student must be informed of the behavior and achievements expected of them at the outset of each course of study or unit of study.

2. Each student must be kept informed of their progress during the course of a unit of study. Students who so request are entitled to see the grades resulting from their performance during the grading period.

3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the students.

4. Students should be encouraged to evaluate their own achievements.

5. The process of review and revision will involve teaching staff members, parents or legal guardians, and, as appropriate, students.
C. Grading periods

1. Grades will be awarded at the end of four marking periods in each school year.
2. Students will be given notice of their mid-term grades each marking period.
3. Students will be given a final grade in each subject at the end of the school year.
4. Grades will be recorded on report cards for parent or legal guardian notification in accordance with Policy No. 5420 and Regulation No. 5420.

D. Basis for grading

The teacher responsible for assigning a grade may take into consideration the student’s

1. Completion of written assignments prepared in the classroom or elsewhere;
2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;
3. Performance on oral and written tests and quizzes;
4. Research into standard references and other background materials;
5. Oral and written reports on materials read by the student;
6. Laboratory work;
7. Term papers;
8. Special oral or written reports;
9. Other evidences of the student’s constructive efforts and achievements in learning; and
10. For the final grade, the student’s attendance record, in accordance with Policies No. 5200, 5410, and 5460.

E. Meaning of grades

1. The following grades will be given in each academic subject at the end of each marking period in Grades 3-6:

   a. A grade of A indicates superior performance. It may be given to a student whose achievement is significantly above grade level; whose work achieves a quality and
quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.

b. A grade of B indicates above average performance. It should be given to a student whose achievement is above grade level; whose work frequently excels; and who generally demonstrates strength in the subject.

c. A grade of C indicates average performance. It should be given to a student whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.

d. A grade of D indicates below average performance. It should be given to a student whose achievement in the subject is barely passing; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject.

e. A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a student who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study.

f. Letter grades may be modified by plus signs for grades 3-6.

2. The following grading system will be employed in Grades 3-6 and 7-12:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
</tr>
</tbody>
</table>
3. The following grading system will be employed in Kindergarten – 2\textsuperscript{nd} grade:

Grading Key*

S - Successful
I - Improvement Shown
M – More Experience Needed

* Ungraded items not evaluated

4. A grade of "Incomplete" will be given to those students unable to complete the work assigned to the course for reasons beyond the student’s control, such as the student’s disability.

a. A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the student will require to complete the work necessary for the granting of credit.

b. Except as may be required by unusual circumstances, make up work should be completed within two weeks of the end of the marking period or, if the student is disabled at the end of the marking period, two weeks after the student’s return to school.

c. The student’s completed work will be graded and the teacher will submit a grade, which will replace the incomplete grade on the student’s transcript.

d. A student who does not complete the work within the period allowed will receive a grade equivalent to the value of course achievement without the incomplete work.

5. A grade of "Withdrawal" will be given to each student who withdraws from a course of study after the second full week of classes.

a. A grade of "withdrawal-passing" (WP) will be given to each student who withdrew after having demonstrated satisfactory achievement and attendance in the course.

b. A grade of "withdrawal-failing" (WF) will be given to each student who withdrew after having demonstrated unsatisfactory achievement and/or poor attendance in the course or who was removed from the course by administrative action.
6. The following numerical values for ranking purposes will be assigned to marking period grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
<th>Grade Points w/ regular courses</th>
<th>Grade Points w/ honors</th>
<th>Grade Points w/ advanced placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>4.33</td>
<td>4.83</td>
<td>5.33</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>4.00</td>
<td>4.50</td>
<td>5.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
<td>4.17</td>
<td>4.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td>3.83</td>
<td>4.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
<td>3.5</td>
<td>4.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
<td>3.17</td>
<td>3.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
<td>2.83</td>
<td>3.33</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
<td>2.50</td>
<td>3.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
<td>2.17</td>
<td>2.67</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
<td>1.00</td>
<td>1.50</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

7. In determining final grades the following proportions shall be used:

(1) For a semester course

1st marking period 40%
2nd marking period 40%
Exam 20%

(2) For a full year

1st marking period 20%
2nd marking period 20%
Mid-year exam 10%
3rd marking period 20%
4th marking period 20%
Final Exam 10%

8. Seniors achieving A- or above in each of the four marking periods may be exempt from the final exam in that subject.

F. Other areas of evaluation
Where report cards allow or teachers provide a written narrative, social development, learning skills, work habits, attendance and other areas of concerns may be evaluated.

G. Course Auditing

The following procedures are to be followed for students who wish to audit courses during assigned study hall periods.

1. Student must request approval of the subject-matter teacher in advance.

2. If approval is granted, the subject-matter teacher is to issue an Audit Pass to the student, specifying the length of time and days per week and other information as indicated on the form.

3. Student must then give the Audit Pass to their Study Hall teacher in advance of the day the auditing is to begin. The Study Hall teacher is to record the dates of auditing in the Class Record Book.

4. Subject-matter teacher must also record the auditing dates in their Class Record Book. If the student does not report to that class during the designated period and is not listed as absent on the Attendance Sheet, the subject-matter teacher is to submit an Irregular Class Absence report on that student to the Assistant Principal.

5. Audit passes are available in the Attendance Office; teachers are to personally obtain a supply of passes and keep them under security.

H. Grade validation

In order that they may justify a grade, each teacher is directed to retain in their possession the following records to validate grades awarded to students. The records should be kept for a minimum of three years after the end of the school year in which the grades were awarded.

1. The daily attendance and tardiness record;

2. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;

3. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;

4. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;
5. Any notation of discussions with the student on a grade or the student’s cumulative grade average;

6. Any referrals for guidance, discipline, and the like; and

7. Any notations recording communications between the teacher and the parent or legal guardian, the principal, or other teaching staff members.

I. Appeal

1. Each teacher is responsible for the determination of the grade a student receives for participation in the teacher's course of study.

2. Each teacher may be required to furnish reasons, supported by evidence (see E above) to substantiate any grade given.

3. If a grade is challenged by a student or a parent or legal guardian, the teacher will convene a conference and will explain the grading system and the reasons for the final grade.

4. If the parent or legal guardian or student is not satisfied by the teacher's explanations, they may appeal the grade to the principal, who will consult with the teacher and the student in an attempt to resolve the dispute. The principal will give every reasonable deference to the teacher's professional judgment.

5. If the principal determines that the grade should be changed, they will alter the grade on all records and indicate by whose authority the grade has been changed and communicate that to all parties concerned.

6. No reprisals will be taken in any form against a teacher who remains determined in their belief that the grade originally given is fair and correct.

7. The Superintendent may hear an appeal from the principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

Adopted: 9 August 1997
Revised: 2 May 2000
Revised: 2 September 2003
New Jersey Quality Single Accountability Continuum (QSAC)

New Jersey are evaluated in five key component areas of school effectiveness – instruction and program, personnel, fiscal management, operations, and governance – to determine the extent to which the school district is providing a thorough and efficient education.

Weighted quality performance indicators established by the Department of Education shall be used by the Commissioner of Education to assess school district performance and capacity during the comprehensive reviews pursuant to N.J.A.C. 6A:30-3.1 through 3.4, the in-depth evaluation pursuant to N.J.A.C. 6A:30-5.3, and monitoring of an approved QSAC district improvement plan pursuant to N.J.A.C. 6A:30-5.6. The weighted quality performance indicators shall also be used by the Commissioner in determining whether to initiate intervention activities pursuant to N.J.A.C. 6A:30-6.2, withdrawal from intervention pursuant to N.J.A.C. 6A:30-7.1, and initial placement of Level II, Level III, and State-Operated School Districts on the performance continuum pursuant to N.J.A.C. 6A:30-8.3.

The Commissioner shall conduct a comprehensive review of each public school district every three years. In the intervening years, the Commissioner shall assess the school district’s performance to determine whether conditions exist in the school district that significantly and negatively impact the educational program or operations of the school district.

The Superintendent shall be responsible for completing the District Performance Review in accordance with the requirements as outlined in N.J.A.C. 6A:30-3.2. The District Performance Review and a Statement of Assurance prepared in accordance with N.J.A.C. 6A:30-3.2(e) shall be approved by the Board of Education by resolution and submitted to the County Superintendent of Schools in accordance with the provisions of N.J.A.C. 6A:30-3.2(f) and (g). The district’s District Performance Review and the Statement of Assurance will be reviewed and evaluated in accordance with the requirements of N.J.A.C. 6A:30-3.3. The Commissioner shall issue a final determination of the school district’s performance and initial placement on the performance continuum in accordance with N.J.A.C. 6A:30-4.1.

The district will be required to commence improvement activities as set forth in N.J.A.C. 6A:30-5.3 through 5.7 in the event it satisfies less than eighty percent of the weighted quality performance indicators in one or more key components of school district effectiveness. Where appropriate, pursuant to the factors as outlined in N.J.A.C. 6A:30-6.2, the Commissioner may seek forms of partial or full intervention in a school district as outlined in N.J.A.C. 6A:30-6.1 et seq. Withdrawal from partial or full State intervention shall be in accordance with the provisions of N.J.A.C. 6A:30-7 et seq.

No provision of N.J.A.C. 6A:30 – Evaluation of the Performance of School Districts, shall limit the ability of the Department to monitor public school districts’ practices by, among other things, conducting on-site visits to observe instructional practices and school facilities or take other such
action as in the judgment of the Commissioner or his/her designee that may be warranted to ensure the satisfaction of any statutory or constitutional obligation.

N.J.A.C. 6A:30-1.1 et seq.

Adopted: 21 October 2008
The Board of Education shall provide, in accordance with law and to the limit of State aid available for such purposes, services to students enrolled in nonpublic schools located within this school district in which a child may legally fulfill compulsory school attendance requirements and which complies with Title VI of the Civil Rights Act of 1964.

Textbooks

N.J.A.C. 6:20-6.1

The Board shall, on individual request, purchase and loan, without charge, textbooks to students attending a nonpublic school located in this district, provided the student is a New Jersey resident and the student’s tuition is not paid by a district Board of Education. Any textbook so loaned will remain the property of this Board. Textbooks loaned to nonpublic school students shall be returned at the end of the school year, unless the nonpublic school agrees, with the Superintendent’s permission, to store the textbooks without cost to this Board.

A request for the loan of textbooks shall be submitted in writing by the student’s parent or legal guardian either directly to this Board or through the nonpublic school. Requests must be received by this Board by March 1 of the preceding school year.

Textbooks shall be purchased in the same manner as are textbooks purchased for use in this district. Nonpublic school students shall be subject to the rules and sanctions for the care of textbooks set forth in Policy No. 5513, Care of School Property, in the same manner as are students of this district.

Remedial services


The Board shall provide services for the identification, referral, evaluation, and determination of eligibility for special education and/or related services, the development of individualized education programs, and speech correction for articulation disorders.

The eligibility of students in nonpublic schools for such services shall be determined by the criteria established by rules of the State Board and used to determine the eligibility of students enrolled in this district for the same services. Services shall be provided only upon the written consent of the parent or legal guardian of the student and shall include procedural safeguards provided to students of this district under N.J.A.C. 6:28-2 and Policy No. 2460, Special Education.

Remedial services will be supplied by appropriately certified personnel who are not employees of the nonpublic school, except that speech correction may be provided by employees of the nonpublic school. Services may also be provided under contract with a public or private agency approved by the Commissioner for the provision of remedial services. The location in which services are provided will be determined by the Board, will comply with rules of the State Board, and will be in a place other than a church or sectarian school.
Auxiliary services  
N.J.A.C. 6:28-6.1 et seq.

The Board shall provide supportive services for acquiring communication proficiency in the English language for children of limited English speaking ability, supplementary instruction services, and home instruction services. Auxiliary services will be provided only upon the written consent of the student’s parent or legal guardian.

Auxiliary services may be provided by appropriately certified personnel who are employees of this district or of the nonpublic school. Services may also be provided under contract with a public or private agency approved by the Commissioner for the provision of auxiliary services. The location in which services are provided will be determined by the Board, will comply with rules of the State Board, and will be in a place other than a church or sectarian school.

Nursing and emergency services  
N.J.A.C. 6:29-8.1 et seq.

The Board shall provide nursing services and emergency health care for students enrolled full time unless the nonpublic school has given written notice that it declines to receive such services. The Superintendent and the administrator of the nonpublic school shall meet annually to determine jointly the kind and extent of services to be provided within the limits of state funding. Instructional services shall not be offered.

Nursing services shall include assistance with medical examinations and dental screening, screening of hearing examinations, maintenance of student health records, notification of local and county health officials of any student who has not been properly immunized, and the conduct of scoliosis examinations. If the Board and the nonpublic school agree, emergency care shall be provided to nonpublic school students who become ill or are injured in school or during participation on a school athletic team or squad in the same manner such services are provided to students of this district.

Nursing and health care services shall be provided by a professional registered nurse licensed in New Jersey who is an employee of this district, an employee of a third party contractor, or an independent contractor. The services may be delivered on the premises of the nonpublic school.

The Board may purchase equipment and supplies for the provision of services under this policy, within the allocation of funds, and may lend any such equipment to a nonpublic school without charge provided it is understood that such equipment remains the property of the Board.

A nonpublic school student whose parent or legal guardian objects in writing to the receipt of nursing services shall not be compelled to receive such services, except for a physical examination to determine whether the student is ill or infected with a communicable disease.
Delivery of services.

The Board shall provide any transportation necessitated by the provision of services under this policy.

Funds spent on services delivered under this policy in any one nonpublic school shall not exceed the amount allocated to that school on a per student basis, less the cost to this district of administrative services directly attributable to the provision of such services. A maximum of six percent of the allocated amount may be spent on administrative costs.

Records regarding individual students receiving services under this policy shall be kept in accordance with State Board rules and Policy No. 8330 on student records.

The Board shall, no later than November 5, file with the Commissioner a report on the number of nonpublic school students identified as eligible to receive services as of the last school day in October.

N.J.S.A. 18A:40-23 et seq.; 18A:40A-17(c);
18A:58-37.1 et seq.
N.J.A.C. 6:3-6.1 et seq.; 6:20-6.1;
6:28-6.1 et seq.; 6:29-8.1 et seq.

Adopted: 9 August 1997
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