2000 **PROGRAM**

#	Description	Approved
2110	Philosophy of Education/ District Mission Statement	13 June 2017
2132	School District Goals and Objectives	23 Jan. 2018
2200	Curriculum Content	9 Aug. 2016
2200R	Curriculum Content	9 Aug. 2016
2210	Curriculum Development	12 Sept. 2017
2220	Adoption of Courses	12 Sept. 2017
2230	Curriculum Guides	12 Sept. 2017
2230R	Curriculum Guides	12 Sept. 2017
2240	Controversial Issues	12 Sept. 2017
2260	Affirmative Action Program for School and Classroom Practices	9 Aug. 2016
2260R	Affirmative Action Program for School and Classroom Practices Complaint Procedures	9 Aug. 2016
2270	Religion in the Schools	12 Sept. 2017
2310	Student Grouping	12 Sept. 2017
2312	Class Size	12 Sept. 2017
2320	~~Independent Study Programs~~ – **Abolished April 2017**	9 May 2017
2330	Homework	3 June 2009
2330R	Homework	3 June 2009
2340	Field Trips	19 Feb. 2019
2340R	Field Trips	19 Feb. 2019
2360	Use of Technology	12 Sept. 2017
2361	Responsible Use of Computer Networks/Computers and Resources	12 Sept. 2017
2361R	Responsible Use of Computer Networks/Computers and Resources	12 Sept. 2017
2363	Use of Privately Owned Technology	12 Sept. 2017
2411	Guidance Counseling	9 Aug. 2016
2411R	Guidance Counseling	9 Aug. 2016
2412	Home Instruction Due to Health Condition	14 Oct. 2014
2412R	Home Instruction Due to Health Condition	14 Oct. 2014
2414	Programs and Services for Students in High Poverty & In High Need School Districts	20 Sept. 2016

#	Description	Approved
2414R	Programs and Services for Students in High Poverty & In High Need School Districts	20 Sep. 2016
2415	No Child Left Behind Programs	12 May 2013
2415R	No Child Left Behind Programs	3 June 2009
2415.01	Academic Standards, Academic Assessments and Accountability	8 Feb. 2011
2415.02	Title I – Fiscal Responsibilities	12 Sept. 2017
2415.03	Highly Qualified Teachers	8 Feb. 2011
2415.04	Title I – District Wide Parental Involvement	12 Sept. 2017
2415.05	Student Surveys, Analysis and/or Evaluations	12 Sept. 2017
2415.06	Unsafe School Choice Option	12 Mar. 2019
2415.20	No Child Left Behind Complaints	3 June 2009
2415.20R	No Child Left Behind Complaints	3 June 2009
2415.30	Title I – Education Stability for Children in Foster Care	17 Jan. 2017
2416	Programs for Pregnant Students	11 Oct. 2016
2417	Student Intervention and Referral Services	14 Oct. 2014
2417R	Student Intervention and Referral Services	14 Oct. 2014
2418	Section 504 of the Rehabilitation Act of 1973 - Students	14 Feb. 2017
2418R	Section 504 of the Rehabilitation Act of 1973 - Students	14 Feb. 2017
2421	Career-Technical Education	10 Oct. 2017
2421R	Career-Technical Education	10 Oct. 2017
2422	Health and Physical Education	10 May 2016
2423	Bilingual and ESL Education	9 Aug. 2016
2423R	Bilingual and ESL Education	9 Aug. 2016
2425	Physical Education – Abolished as of March 2016	18 Apr. 2017
2428.1	Standards-Based Instructional Priorities	14 Sep 2010
2430	Extracurricular Activities	10 Oct. 2017
2430R	Extracurricular Activities	10 Oct. 2017
2431	Athletic Competition	28 June 2018
2431.1R	Emergency Procedures for Athletic Practices and Competitions	10 Oct. 2017
2431.2R	Medical Examinations Prior to Participation on a School-Sponsored Interscholastic or Intramural Team or Squad	28 June 2018
2431.3	Practice and Pre-Season Heat-Acclimation for School Sponsored Athletic and Extra-Curricular Activities	12 Mar. 2019

#	Description	Approved
2431.4	Prevention and Treatment of Sports-Related Concussions and Head Injuries	10 Oct. 2017
2431.4R	Prevention and Treatment of Sports-Related Concussions and Head Injuries	10 Oct. 2017
2431.8	Varsity Letters for Interscholastic Extracurricular Activities	28 June 2018
2432	School Sponsored Publications	10 Oct. 2017
2432R	School Sponsored Publications	10 Oct. 2017
2435	NJSIAA Random Testing for Interscholastic Athletics	10 Oct. 2017
2436	Activity Participation Fee Program	12 June 2018
2440	Summer School	10 Oct. 2017
2440R	Summer School	10 Oct. 2017
2452	Community Education	10 Oct. 2017
2460	Special Education	18 April 2017
2460R	Special Education	18 April 2017
2460.1R	Special Education – Location, Identification & Referral	18 April 2017
2460.5R	Special Education – Participation in Districtwide and Statewide Testing	8 May 2018
2460.8R	Special Education – Free & Appropriate Public Education	12 Mar. 2019
2460.9R	Special Education – Transition from Early Intervention Programs to Preschool Programs	18 April 2017
2460.10R	Special Education – Maintenance, Access to & Confidentiality of Student Records	18 April 2017
2460.14R	Special Education – In-Service Training	10 Oct. 2017
2460.15R	Special Education – In-Service Training Needs for Professional and Paraprofessional Staff	18 April 2017
2460.16R	Special Education – Instructional Material to Blind or Print – Disabled Students	18 April 2017
2461	~~Special Education/Receiving Schools -~~ **Abolished**	10 Oct. 2017
2461R	~~Special Education/Receiving Schools -~~ **Abolished**	10 Oct. 2017
2461.01R	~~Special Education/Receiving Schools – IEP Implementation -~~ **Abolished**	10 Oct. 2017
2461.02R	~~Special Education/Receiving Schools – Student Records -~~ **Abolished**	10 Oct. 2017
2461.05R	~~Special Education/Receiving Schools – IEP Compliance -~~ **Abolished**	10 Oct. 2017
2461.08R	~~Special Education/Receiving Schools – In-Service Training -~~ **Abolished**	10 Oct. 2017

#	Description	Approved
2464	Gifted and Talented Students	7 May 2019
2464R	Gifted and Talented Students	7 May 2019
2466	Needless Public Labeling of Students with Disabilities	13 June 2017
2467	Surrogate Parents and Foster Parents	18 April 2017
2468	Independent Educational Evaluations	8 May 2018
2480	Alternative Education Programs	14 Nov. 2017
2480R	Alternative Education Programs	14 Nov. 2017
2481	Home or Out-of-School Instruction for General Education Students for Reason Other than a Temporary or Chronic Health Condition	14 Oct. 2014
2481R	Home or Out-of-School Instruction for General Education Students for Reason Other than a Temporary or Chronic Health Condition	14 Oct. 2014
2510	Adoption of Textbooks	14 Nov. 2017
2520	Instructional Supplies	14 Nov. 2017
2520R	Instructional Supplies	14 Nov. 2017
2530	Resource Materials	14 Nov. 2017
2530R	Resource Materials	14 Nov. 2017
2531	Use of Copyrighted Materials	14 Nov. 2017
2531R	Use of Copyrighted Materials	14 Nov. 2017
2532	Textbook Management	28 Jan. 2014
2551	Musical Instruments	12 June 2018
2560	Live Animals in School	14 Nov. 2017
2560R	Live Animals in School	14 Nov. 2017
2610	Educational Program Evaluation	12 Mar. 2019
2622	Student Assessment	9 May 2017
2622R	Student Assessments	9 May 2017
2624	Grading System	13 Dec. 2016
2624R	Grading System	13 Dec. 2016
2631	New Jersey Quality Single Accountability Continuum	3 June 2009
2700	Services to Nonpublic School Students	14 Nov. 2017
2701	Screening Criteria for Acceleration of Students	11 Aug. 2015
2701R	Screening Criteria for Acceleration of Students	11 Aug. 2015

2110 **MISSION STATEMENT**

The East Orange School District is committed to and will prepare ***All*** of our students for college, careers, and life. We will provide a safe, clean, positive and supportive learning environment in which ***All*** students can successfully develop socially, emotionally and academically into lifelong learners and responsible, productive citizens. We will continually strengthen and align our curriculum with state, national and international standards that are engaging, rigorous, relevant, and implemented consistently. We will ensure that all students, parents, staff and community members are respected and informed in our family- friendly schools. We will strive to motivate and engage all of our students through various innovative instructional strategies, methods and techniques. Utilizing students' skills, talents, and unique abilities, we will prepare them to meet the demands of an ever changing competitive 21st century global society.

Adopted: 3 June 2009
Adopted: 13 June 2017

2132 **SCHOOL DISTRICT GOALS AND OBJECTIVES**

The Board adopts the following goals and objectives for the operation of the educational program of the school district:

I. Improve Instructional Programs and the Academic Performance of Each Student.

II. Promote A Safe and Healthy Environment for Students and Staff in and Around the Schools.

III. Promote Parental and Community Involvement in All Aspects of the District's Educational Programs and Services.

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

Adopted: 10 May 2011
Adopted: 23 January 2018

2200 **CURRICULUM CONTENT**

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 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 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 2530;

4. Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy 2411;

5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy and Regulation 2460;

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;

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.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.
N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.
New Jersey Core Curriculum Content Standards

Adopted: 3 June 2009
Adopted: 9 August 2016

R 2200 **CURRICULUM CONTENT**

Courses of study and instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect between children regardless of different races, colors, creeds, age, marital status, affectional or sexual orientations, gender, gender identity or expression, 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 instructional 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 instructional 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 and the purposes of the instruction.

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

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

Issued: 3 June 2009
Issued: 9 August 2016

2210 **CURRICULUM DEVELOPMENT**

The Superintendent shall be responsible to the Board for the development of curriculum to meet identified student needs. He/she shall establish procedures for curriculum development which ensure the effective participation of teaching staff members; students, as appropriate to their age and grade; parent(s); the community; members of the Board; and the use of all available resources. Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.

To the extent known the Superintendent shall report to the Board the objectives, evaluative criteria, and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified student need?

2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?

3. Does it satisfy the requirements of the Board's school and classroom practice regarding bias and stereotyping?

4. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?

5. Does it include the criteria by which progress can be measured?

6. Has it been thoroughly studied and/or tested by district staff or by another district? If so, what were the results?

7. Has a curriculum guide been completed? If not, when can it be expected?

8. If applicable, have the associated textbooks been recommended to the Board?

9. Have the costs and time of implementation been reviewed, including inservice training?

A five year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five year curriculum plan at the time of the Board's annual adoption of curriculum.

Adopted: 3 June 2009
Adopted: 12 September 2017

2220 **ADOPTION OF COURSES**

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; and

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

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.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:33-1; 18A:35-1 et seq.
N.J.A.C. 6A:7-1.1 et seq.; 6A:8-4.1; 6A:8-4.4

Adopted: 3 June 2009
Adopted: 12 September 2017

2230 **CURRICULUM GUIDES**

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught, New Jersey State Content Standards and Core Proficiencies and Attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the Building Principal to ensure that curriculum guides are being implemented. Sufficient latitude is permitted to provide the teacher with time to teach the current, topical, and incidental which add to motivation and meaningful teaching and learning.

A copy of each guide in use shall be kept on file (hard copy or electronic) in each school office and the Curriculum office at the Board of Education. Such guides shall be available for public inspection.

Understanding curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 3 June 2009
Adopted: 12 September 2017

R 2230 **CURRICULUM GUIDES**

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

A. Preparation

1. The preparation of curriculum guides is the responsibility of departmental supervisors at the secondary level and the elementary level.

2. Curriculum 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 curriculum guides.

B. Content

1. Content standards should be broad statements related to district educational goals and arising from the philosophy of the course.

2. Performance indicators should be specific statements of behavioral objectives, that is, the concepts, skills, attitudes, and appreciation's 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 curriculum guides in accordance with Policy No. 2230.

Issued: 3 June 2009
Issued: 12 September 2017

2240 **CONTROVERSIAL ISSUES**

Free discussion of controversial issues political, economic, social shall be encouraged in the classroom wherever appropriate for the level of the group.

Issues may be considered controversial which arouse strong reaction, based either on personal conviction or allegiance to a group. School treatment of controversial issues shall be designed to instruct students in fair and objective study techniques. It is essential that students be taught to distinguish fact from opinion, proof from allegation and logical substance from assertion in order to process information and make healthy, rational decisions.

The Building Principal, Assistant Principal or appropriate Supervisor shall have authority to decide whether a particular topic that arises in a single classroom shall be given continued attention.

The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timeliness of the question, the maturity and needs of the students and the goal and objectives of the district. The handling of discussions on controversial questions which arise unexpectedly shall be the responsibility of a certified staff member, and shall be free from the assumption that there is one correct answer which should emerge from a discussion and which should be taught authoritatively to the students.

In determining speakers to be invited for a class or school-wide program, the Principal's prior approval must be obtained. The Principal shall consider whether:

1. The speaker is controversial for any reason;

2. The topic is controversial, or sensitive, or known to arouse strong community feelings; and/or

3. The proposed speaker would gain an advantage by having a "captive" audience.

If teachers wish to supplement the curriculum guide with material that may be of a controversial nature, i.e., subject to interpretation as obscene, profane, doctrinaire, or inappropriate, each in relation to the maturity level of the class, they should review the material with the Principal first and received approval. In doubtful cases, the Superintendent may present the matter for Board consideration.

Adopted: 3 June 2009
Adopted: 12 September 2017

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 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. 6A:15-1.3:9(b);

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-tern 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 under representation 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 those 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 scats. 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 districts 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, gender identity or expression, 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 lenders, so long as he 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.

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

Adopted: 3 June 2009
Adopted: 8 February 2011
Adopted: 9 August 2016

R 2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES COMPLAINT PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any student or the parent(s) or legal guardian(s) of a student the opportunity to appeal an alleged violation of the district's Comprehensive Equity Plan for school and classroom practices, as set forth in Policy 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. "Board of Education" means the Board of Education of the East Orange School District.

3. "Complainant" means a student or parent(s) or legal guardian(s) who believes that he/she has been harmed or adversely affected by a failure to enforce the district's Affirmative Action Plan.

4. "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.

5. "Comprehensive Equity Plan" means the Affirmative Action Plan for school and classroom practices adopted by the Board.

6. "Day" means a working or calendar day as identified.

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

8. "School district" means the East Orange School District.

9. "Violation" means the failure of a district official or employee to take the positive steps outlined in Policy 2260 and/or included in the Affirmative Action Plan.

C. Procedure

1. A complainant shall discuss his/her 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 thirty 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 paragraph C1, 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 seven 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 three 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 his/her 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 seven 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 seven 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 three 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 forty-five calendar 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 his/her 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.

Issued: 3 June 2009
Issued: 8 February 2011
Issued: 9 August 2016

2270 **RELIGION IN THE SCHOOLS**

The Board of Education recognizes that religious belief and disbelief are matters of personal conviction rather than governmental authority and 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 toward nor hostility against religious expression. Accordingly, devotional exercises will be permitted in this district. The following activities will be permitted in the school district provided the activity is consistent with current United States Supreme Court decisions regarding the relationship between government and religion: prayer during instructional time; organized prayer groups and activities; religious expression and prayer in classroom assignments; student assemblies and extra-curricular events; prayer at graduation; baccalaureate ceremonies; devotional exercises; and other prayer and/or religion related activities. The school district will not permit an activity if the activity advances or inhibits any particular religious expression that is protected by the First Amendment of the United States Constitution.

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
U.S. Department of Education - Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools – February 7, 2003
N.J. Consti. (1947) Art. 1, para. 4
N.J.S.A. 18A:35-4.6 et seq.; 18A:36-16

Adopted: 3 June 2009
Adopted: 12 September 2017

2310 **STUDENT GROUPING**

In order to achieve effective individual learning, grouping arrangements shall be kept flexible in size and membership. Groups shall not be established on a permanent basis.

Age or grade differences shall not constitute a barrier to grouping. The basic criteria for grouping should be the learning goals and objectives being addressed and the student's ability to achieve those purposes. Students should be grouped so that each benefits to a greater extent than would otherwise be possible, with provisions for altering the grouping as often as necessary to fit the specific purpose involved.

Adopted: 3 June 2009
Adopted: 12 September 2017

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 Superintendent in accordance with appropriate administrative code.

Adopted: 3 June 2009
Adopted: 12 September 2017

ABOLISHED AS OF APRIL 2017

2320 **INDEPENDENT STUDY PROGRAMS**

~~The Board of Education authorizes an independent study program aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes in accordance with the requirements of N.J.A.C. 6A:8-5.1(a)ii.~~

~~An independent study program and appropriate assessments shall be planned for individuals and/or a group based on specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards. The Principal shall certify completion of the independent study program based on specific instructional objectives.~~

~~The Principal may utilize a performance or competency assessment to approve student completion of an independent study program, including those occurring all or in part prior to the student's high school enrollment.~~

~~A group independent study program shall be approved in the same manner as other approved courses. Independent study programs shall be on file in the school district and subject to review by the Commissioner of Education or designee.~~

~~N.J.A.C. 6A:8-5.1 et seq.~~

~~Adopted: 3 June 2009~~
Abolished: 9 May 2017

2330 **HOMEWORK**

The Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen, or reinforce the student's knowledge. Teachers must use discretion in deciding the number and length of assignments. The Board encourages the use of interrelated major homework assignments such as term papers, themes, and creative art projects.

Assignments are given to students by teachers to be completed outside of regular class time. Homework is given:

- To extend and explore concepts introduced during class time
- To review class work
- To stimulate new interests
- To develop initiative
- To increase independent thinking
- To develop good work and study habits
- To stimulate critical thinking

Each student should:

1. Carefully plan to provide sufficient time for the homework assignment to be completed without undue haste.

2. Willingly assume responsibility for properly completing all homework and should make certain that he/she understands the purpose, requirements, and method of preparation.

Parent(s) or legal guardian(s) can be of great assistance in helping with homework by:

1. Making available proper conditions, time, and facilities for effective home study.

2. Encouraging the student to complete assignments neatly, accurately, promptly, and independently.

3. Indicating interest in the student's total school responsibility and the place of homework as part of his/her obligation.

4. Feeling free to confer frequently with the teachers so that the school and home can work cooperatively toward the highest achievement of which the child is capable.

Homework shall not be used for punitive reasons.

Students absent for any reason must make up assignments, class work and tests within a reasonable length of time. In most cases, a reasonable length of time shall be the same number of school days as the days missed.

Students being excused for any reason must make arrangements with the teacher of the missed classes in order to make up the work missed. This must be done before the absence from class.

Incompletes

When a student does not complete work missed for absence or other reasons, he/she will receive an "incomplete" for the marking period. Students will be given ten school days following the end of the marking period to make up the missed work. If work is not made up, the incomplete will be changed to the grade earned.

If work is missed during the final marking period of the school year, the teacher is responsible for reporting to the student the work he/she has missed, and indicating that if work is not made up by the last day of the term, then the grade standing will be the grade earned.

Adopted: 3 June 2009

R 2330 **HOMEWORK**

A. Content of Homework

1. Any homework assigned to students must be closely integrated with the curriculum. There should be a direct relationship between classroom studies and assigned homework. Homework should reinforce and extend the lessons learned in school.

2. Homework should help students learn by providing practice in the mastery of skills, experience in gathering information and integrating knowledge, and an opportunity to remediate learning problems.

3. Homework should help develop the student's responsibility and provide an opportunity for the student to exercise independent work and judgment.

4. The concepts on which a homework assignment is based should have been thoroughly taught and reviewed in class. Homework assignments should include only those exercises and activities that a student can accomplish independently.

5. Homework assignments should not require the use of research or resource tools that are not readily available in the students'' homes or in sufficient quantity in the public or school library, or available for borrowing from the classroom.

6. Homework assignments should not require extensive copy work unless the writing of numbers or script is the skill being taught.

7. Homework must never serve a punitive or disciplinary function; learning, in school or at home, must always be a positive experience, rewarding for its own sake.

B. 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 should be assigned to students when appropriate.

   b. Grades 1, 2, and 3

      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 thirty to sixty minutes several times a week.

   c. Grades 4 and 5

      Homework should be regularly scheduled, should require no more than seventy-five minutes of preparation daily, and should be based on the needs and abilities of individual students.

   d. Grades 6, 7, and 8

      Homework should be regularly scheduled, should require no more than thirty minutes on each academic subject 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.

e. 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 thirty to forty-five minutes on each academic subject daily. 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 should be encouraged or required to maintain a homework assignment book, in which the student records his/her daily assignment. Students and parent(s) or legal guardian(s) 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(s) or legal guardian(s) request for additional homework assignments for a student, provided the teacher, in his/her 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 his/her absence. That period may be extended for the completion of long-term assignments.

8. The parent(s) or legal guardian(s) 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.

C. 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 his/her 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.

D. 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. Is the work related to students' interests? Is it interesting?
6. Does the assignment extend students' fund of information?
7. Is the work adapted to individual needs, interests, and capacities?
8. Are students entirely clear about what they are to do?
9. Can the students do the work without the assistance of parent(s) or legal guardian(s) or others?
10. Is the assignment a reasonable one and evenly scheduled in view of the student's home conditions?
11. Does the assignment minimize the temptation merely to copy information?
12. Can the homework be evaluated fairly and/or be used in the daily program?

Issued: 3 June 2009

2340 **FIELD TRIPS**

The East Orange Board of Education encourages field trips that are related to the New Jersey Student Learning Standards and are aligned with the district's curriculum, goals, and objectives.

The Board of Education recognizes that field trips, used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the school.

For purposes of this policy, a field trip shall be defined as any journey by a group of students away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

The Board of Education shall consider field trips which are included in curriculum guides to have been approved in advance. All trips not listed in the curriculum guide must be individually approved by the Board.

All field trips must be approved by the Principal prior to approval by the Superintendent. Requests must be submitted forty-five days prior to the date of the trip. Overnight trips or trips toward which parent(s) or any outside groups are to contribute part of the cost must be submitted to the Board for approval sixty days in advance. No student is to be denied the right to participate due to inability to contribute.

When field trips and excursions are to be arranged, the following guidelines apply:

1. All trips, and the arrangements for them, must have advance approval.

2. Costs must be ascertained.

3. Each child who goes on a field trip or excursion must have written parental permission.

4. Student safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary.

5. All trips must be well planned, properly timed, and related to regular learning activities, or to district goals and objectives.

6. Each field trip should be evaluated by teachers, and the administration.

The Superintendent shall develop guidelines for planning trips suitable to the various grade levels, and regulations governing frequency, distance, and expense.

Teachers who accompany students on field trips assume the responsibility of supervision for students. Staff must supervise students at all times.

The Board does not endorse, support, or assume liability in any way for any staff member of this district who takes students on trips not approved by the Board. No staff member may solicit students of this district for such trips within the facilities or on the school grounds of this district without Board permission.

Student Self-Administration of Medication

The Board shall permit self-administration of medication on field trips for asthma or other potentially life-threatening illness by students in grades Kindergarten through twelve. All conditions established by law and Board policy shall be met.

N.J.S.A. 18A:36-21 et seq.; 18A:53-2

Adopted: 3 June 2009
Adopted: 13 October 2015
Adopted: 19 February 2019

R 2340 **FIELD TRIPS**

A. All field trips outside of the districts require approval of the Superintendent and Board of Education (at least forty-five days – if it is a school day field trip; and sixty days if it is an overnight trip before any specific planning activity occurs), prior to the date of trips and before any specific planning activity occurs. All trips must be arranged and endorsed by the Principal and have the following forms completed:

1. Field Trip Request Form - Essex Regional Education Services Commission
2. Field Trip Insurance Form
3. Field Trip Resolution Form
4. Field Trip Request Form to Superintendent of Schools
5. Field Trip Summary Form
6. Insurance Protection for Chaperones (Non-Staff) Accompanying Students on Field Trips
7. Refer to Policy Regulation R9180 School Volunteers

B. All field trips requiring fund-raising activities, either by students or outside organizations, must have approval from the Superintendent and the Board of Education prior to start of the activity or other arrangements for such trips.

C. All field trip requests which involve overnight stay must be approved by the Superintendent and Board of Education prior to arrangements for such trips. For trips that are overnight the teacher's responsibility includes supervision of students for day and night. Teachers must develop a schedule with day and night duty assigned, an evening curfew for students and a meal plan for students. Students are responsible for personal expenses and souvenirs.

D. Students may be asked to pay all or part of the expenses of field trips providing arrangements can be made for the payment of trip expenses for students unable to do so.

E. Private transportation may not be used on field trips. Public transportation must be used unless arrangements can be made for school bus transportation without disrupting regular bus schedules.

F. Each child who goes on a field trip must have written parental permission. Parent permission slips for overnight trips must include that the student agrees to obey teachers supervising the trip and adhere to the curfew. Failure to obey rules and curfew can result in the student's return to his/her home at the expense of the parent.

G. Teachers who accompany students on field trips assume the responsibility of supervision for students. Staff must supervise students at all times. For trips that are overnight the teacher's responsibility includes supervision of students day and night. Teachers must develop a schedule with day and night times assigned, an evening curfew for students, and a meal plan for student. Students are responsible for personal expenses and souvenirs.

H. Adequate supervision must be provided so that discipline on the field trip is not a problem. Parent(s) may serve as chaperones, however, they must be sent a waiver of liability form and that form must be signed and returned prior to the date of the trip. The principal shall be responsible for the selection of non-staff chaperones of known character, responsibility and integrity.

Grades K-3--One adult for every 5 students
Grades 4-8--One adult for every 10 students*
Grades 9-12--One adult for every 10 students*

*Out of town (overnight)--one adult for every 10 students.

I. All field trips must be planned, properly timed and related to regular learning activities.

J. Each field trip is to be evaluated by students, teachers and the administration.

Issued: 3 June 2009
Issued: 12 April 2011
Issued: 13 October 2015
Issued: 19 February 2019

2360 **Use of Technology**

The Board of Education recognizes the use of technology in the educational process is an essential part of the schooling experience. Technology is to be viewed as a resource to enhance the learning process among other resources available to teachers and students. In addition, 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 resource, the Board encourages and supports staff use of technology as a component of the learning process.

For purposes of this policy "technology" includes, but is not limited to, the use of computers and computer peripherals, communications networks, 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 school and district level teaching and support staff, shall recommend to the Board the acquisition of the appropriate technology to best implement the curricular, instructional, and administrative program of the school district. As a result of these consultations, the Superintendent shall prepare a technology plan for the school district to 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 the district.

In-service Education

The school district shall provide opportunities for school staff to participate in in-service programs on hardware or software programs to be used in the execution of educational and administrative tasks. In-service programs may be provided in or out of the district.

Standards, Codes and References

All technology installations shall conform to the industry standards and applicable federal, State and local statutes and codes.

Facilities Planning

In all facilities projects involving new constructions, additions, and renovations the Superintendent or designee shall ensure 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 features required for the use of instructional technology.

Technology and Electronic Devices

The school district will provide support and/or maintenance agreements for specified brands of technology and electronic devices. All other technology and electronic devices purchased or donated will be subject to repair only when non-allocated funding is available and therefore may remain unrepaired until funding is available.

Software Acquisition and Upgrading

The school district will only support the specified upgrades and training. Staff members shall not purchase software that has not been included on a list of specified software or has been approved by the Technology Acquisition Committee.

The Superintendent will recommend the purchase of upgrades to software as needed. An evaluation of the need for upgrades shall be made by appropriate personnel and no upgrade shall be purchased without the express approval of the Director of Technology.

Site Licenses

In the case where more than one copy of a software program is required, the Technology Acquisition Committee 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 media workstations or any network with public access shall be copy protected by the IT Department, who shall assure that individuals who have access to such programs shall not copy them without authorization.

Internal Communication (District)

The school district shall provide communication between schools by a variety of means.

External Communications

The Board encourages the use of external communications so that schools may utilize the vast resources of external databases and communicate with other schools, external agencies, and businesses throughout the world. Gateways to such communications will be supported by the school district. The Technology Acquisition Committee (TAC) shall approve the use of particular gateways.

The IT Department shall be responsible for the installation of software on district owned computers and/or computer systems that prevents access to gateways and Internet sites that have material considered by the Board of Education to be inappropriate for use by students.

Computer Laboratories and Distributed Computing

In order to provide teacher, staff, and student access to computers, the Board directs that provisions be made to provide computer access in computer laboratories, classrooms, and school libraries/media centers.

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 parent(s) for instructional use within the school.

Informing Parents, Legal Guardians and Interested Parties

Upon request, the Building Principal shall make available to parent/legal guardians the specifications of computer hardware and software used in 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.

Broadcast Rights and Copyrights

The school district specifically retains the Broadcast rights and copyrights to all materials created by employees of the school district as part of their responsibilities to the school district. Any financial remuneration for the use of such materials shall be retained by the school district.

Computer Security

The IT Department, in consultation with district Facilities and Security Personnel, 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. Disaster recovery plans shall be kept up-to-date at all times.

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

d. 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.

5. Security Officer

The Superintendent shall designate **a** Technology & Data Security Officer to monitor system security procedures.

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. 6A:26-6.1 et seq.
17 U.S.C. 101 et seq.

Adopted: 3 June 2009
Adopted: 10 May 2011
Adopted: 12 September 2017

2361 RESPONSIBLE USE OF COMPUTER NETWORKS/COMPUTERS AND RESOURCES

The Board of Education 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, 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 in school use to materials appropriate for educational purposes. The Board directs the Superintendent to affect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

For the purposes of this Policy and Regulation, "computer networks/computers" includes, but is not limited to, the school district's computer networks, computer services, computers, other computer hardware and software, Internet equipment and access, and other computer related equipment.

The Board also recognizes technology will allow 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 networks/computers for educational purposes only. The Board retains the right to restrict or terminate student and staff access to computer network/computers at any time, for any reason. The School Board retains the right to have district personnel monitor network activity, in any form necessary, to maintain the integrity of the network and ensure its proper use.

Standards for Use of Computer Networks

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

A. Using the computer network(s)/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that 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(s)/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.

C. Using the computer network(s) 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;

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 networks/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 any other applicable laws, mandates or guidelines, 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 student 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 a consent form signed by the student and his/her parent(s).

Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation No. 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.

Adopted: 3 June 2009
Adopted: 11 September 2012
Adopted: 12 September 2017

R 2361 RESPONSIBLE USE OF COMPUTER NETWORKS/COMPUTERS AND RESOURCES

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. The "system administrators" referred to herein as employees of the school district, administer the school district computer network/computers, and may be required by the Board of Education and or the Superintendent to monitor all activity on network/computer facilities/computers.

For the purpose of this Policy and Regulation, "computer networks/computers" includes, but is not limited to, the school district's computer networks, computer services, 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, student and parent(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) on a district-approved Consent and Waiver Agreement are legally binding and indicate that the parties have read the terms and conditions carefully, understand their significance, and agree to abide by the rules and regulation established under Policy and Regulation 2361.

Students and staff 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 and staff to conduct research and communicate with others. Access to computer networks/computers is given to students and staff who agree to act in a considerate, appropriate and responsible manner. Parent(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 network/computers who violate the policies and regulations of the Board.

Computer network/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 materials 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 file or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or

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 network/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 network/computers for commercial purposes; and/or

15. Engaging in other activities that do not advance the educational purposes for which computer network/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 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 and staff 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 or staff member 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, staff members, students and their parent(s) should be advised the Board and school district 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) as well as staff members 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) 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 and staff members 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 person's accounts or access on the school district's computer network and their independent use of computers.

On-line Conduct

Any action by a student or other user of the school district's computer network/computers that is determined by a school district personnel to constitute an inappropriate use of the district's computer networks/computers or to improperly restrict or inhibit other person's from using and enjoying those resources is strictly prohibited and may result in limitation on or termination of an offending person's account 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) and staff members specifically agree to indemnify the East Orange School District and school district personnel for any losses, costs, or damages, including reasonable attorney's fees incurred by the school district relating to, or arising out of any breach of this section. Computer networks/computer resources are to be used by the students and staff for educational use only; commercial uses are strictly prohibited.

Software Libraries on the Network

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

Copyrighted Material

Copyrighted material must not be placed on any system connected to the networks/computers without authorization. Students and staff members may download copyrighted material for

their own use in accordance with Policy and Regulation 2531, Use of Copyrighted Materials. Students and staff members 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.)

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 reserves 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 or staff member 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.

The school district supplies email addresses to employees for official use. All school district business conducted by e-mail must be done using the e-mail account that the district supplies.

Messages received by a district-provided email account are retained on the system until deleted by the user or for a period of time determined by the district. A canceled account will not retain its email. Users are expected to remove old within fifteen days or school district personnel may remove such messages. School district personnel may inspect the contents of email sent by a user 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.

The Federal Rules of Civil Procedure requires that the school district to be prepared to respond for requests for electronic records in the case of a lawsuit. To this end, all E-mail will be archived in accordance with this law. The Board reserves the right to cooperate fully with local, state, or federal officials in any investigation concerning or relating to any E-mail transmitted on the school district computer networks or computers.

The district's email system may not be used for the reposting personal communications without the author's consent; Copying, sending (uploading) or receiving (downloading) commercial software in violation of copyright law or other copyright protection of trademarked material; Using the network for financial gain or for any commercial or illegal activity; Using the network for political advertisement or political activity; Creating and/or forwarding advertisements chain letters, mass mailings, get rich quick schemes, and pyramid schemes to individual mailboxes and/or mailing lists; Gambling or conducting any illegal activity; Posting personal views on social, political, religious or other non-business related matters; Creating and/or forwarding messages, jokes, etc., which violate School Board harassment policies and/or create an intimidating or hostile environment.

Disk Usage

The district reserves the right to establish maximum storage space a student receives on the school district's system. A user who exceeds his/her quota of storage space will be advised to delete files to return to compliance with predetermined amount of storage space. A user 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 user identifies a security problem on the computer networks/computers, the user must notify the appropriate school district staff member. The user should not inform others of a security problem. Passwords provided to users by the district for access to the district's computer networks/computers or developed by the user for access to an Internet site should not be easily guessable by others or shared with other users. Attempts to log in to the system using either another person's account will result in termination of the account or access. A user should immediately notify the appropriate school district staff member if a password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Anyone 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 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 network/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 Internet site(s) on behalf of the school district. These sites shall be administered and supervised by designated school district personnel who shall ensure the content 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 Regulation 2361, Acceptable Use of Computer Network/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 Superintendent or designee in matters relating to the use of computer networks/computers and by the Principal in matters of school suspension. The Superintendent or designee and the Board shall determine when school expulsion and/or legal action or actions by the authorities are 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 are 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.

Issued: 3 June 2009
Issued: 10 May 2011
Issued: 12 September 2012
Issued: 12 September 2017

2363 USE OF PRIVATELY-OWNED TECHNOLOGY

The Board of Education recognizes technology is always changing and as a result of increased accessibility to that technology, many students possess technology devices for their use during non-school hours. These privately-owned devices may be beneficial during school hours for approved educational purposes. Therefore, the school district will allow use of 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 the 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 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).

Students and staff members who use privately-owned technology in school will not be given access to the school district's computer server(s) or network(s). 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.

Teaching staff members must get prior approval from their immediate~~ly~~ supervisor or Principal before allowing students to use privately-owned technology during instructional time. Staff members must also obtain the approval of their immediate supervisor prior to using privately-owned technology.

Students and staff members 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 receives approval for the use of privately-owned technology to access the Internet, the access must be though 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 violations 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. The student shall be responsible for the proper operation and use of any privately-owned technology brought to school. School district staff members shall not be responsible for the effective use and/or technical support for any privately-owned technology.

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

Adopted: 11 September 2012
Adopted: 12 September 2017

2411 **GUIDANCE COUNSELING**

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 making and implementing informed educational and occupational choices including academic, career and personal/social development.

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall be conducted entirely by teaching staff members certified as guidance 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. 6A:19-1.2; 6A:8-2.2
N.J.A.C. 6A:7-1.7; 6A:8-3.2

Adopted: 3 June 2009
Adopted: 9 August 2016

R 2411 **GUIDANCE COUNSELING**

A. Counseling Services

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

2. Counseling services will include:

   a. Career awareness and exploration, and academic planning through consideration of personal interests, past and potential performance, and present opportunities,

   b. Personal/social 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 orientation gender, gender identity or expression, socioeconomic status or disability.

B. Career Awareness and Exploration

In fulfillment of the New Jersey Core Curriculum Content Standards, the school district shall provide a comprehensive program of guidance and counseling to facilitate career awareness and exploration for all students which shall be designed to:

1. Assist students in making informed educational and occupational choices;

2. Encourage students to maintain portfolios consisting of accomplishments related to the Cross Content Workplace Readiness Standards;

3. Develop student competency in self-management, educational and occupational exploration and career planning;

4. Make students aware of the relationship among personal qualities, education, training and the world of work; and

5. Acquaint students with the relationship between achieving academic standards and the attainment of career goals.

C. 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.

D. 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 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.

Issued: 3 June 2009
Issued: 9 August 2016

2412 **HOME INSTRUCTION DUE TO HEALTH CONDITION**

The Board of Education shall 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, 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 that precludes participation in their usual education setting, whether general or special education.

A parent's requests for home instruction shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year. The written determination from the student's physician shall be forwarded to the school physician, who shall either verify the need for home instruction or provide reasons for denial. The parent shall be notified 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.

The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or though contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. 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 shall establish a written plan for the delivery of instruction and maintain a record of delivery of instruction services and student progress. The teacher providing instruction shall be a certified teacher. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.

For a student with disabilities, the home instruction shall be consistent with the student's Independent Education Plan (IEP) to the extent appropriate and shall meet the Core Curriculum Content Standards. 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 disability, the home instruction shall meet the Core Curriculum Content Standards and the requirements of the Board for promotion to the next grade level. When the provision for home instruction for a student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant to N.J.A.C. 6A:14.

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; when a parent or other adult twenty-one of age or older, who has been designated by the parent, is not present during the hours of instruction; or when 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.S.A. 18A:38-1 through 18A:38-25
N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 3 June 2009
Adopted: 14 October 2014

R 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

The Board of Education shall 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, 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 that 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 shall submit a request to the Director of Special Education 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 more than ten consecutive school days or twenty cumulative school days or more during the school year.

2. The Director of Special Education shall forward the written determination to the school physician, who shall 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 Director of Special Education.

3. The Director of Special Education shall notify the parent 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, through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency 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. Minimum Standards For Home or Out-of-School Instruction

1. The district shall establish a written plan for the delivery of instruction to continue the student's academic progress and maintain a record of delivery of instructional services and student progress.

2. The teacher providing instruction shall be certified teacher.

3. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.

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. 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 a disability, the home instruction shall meet the Core Curriculum Content Standards and the requirements of the Board of Education for promotion to the next 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 pursuant to N.J.A.C. 6A:14.

Issued: 3 June 2009
Issued: 14 October 2014

2414 **Programs and Services for Students in High Poverty and in High Need School Districts**

High poverty school districts are required to provide programs and services that address class size and Kindergarten programs. High need school districts are required to provide programs and services that focus on improving instruction in literacy and mathematics.

A high poverty school district for the purpose of this policy means a school district in which forty percent or more of the students are "at risk" as defined in N.J.S.A. 18A:7F-45. Class size in high poverty school districts shall not exceed twenty-one students in grades Kindergarten through three, twenty-three students in grades four and five, and twenty-four students in grades six through twelve. However, if the district chooses to maintain lower class sizes in grades Kindergarten through three, class sizes in grades four and five may be equal but not exceed twenty-five students. Exceptions to these class size requirements are permitted for some physical education and performing arts classes, where appropriate. High poverty school districts shall maintain all existing full-day Kindergarten programs with a teacher's aide for each classroom. Class size for these Kindergarten classrooms shall not exceed twenty-one students.

High need school districts for the purpose of this policy are high poverty school districts that are below proficiency levels on State assessments as outlined in N.J.A.C. 6 A:13-3.3(a). The New Jersey Department of Education shall identify the list of high need school districts based on State assessment results and shall promptly notify the districts that are classified as high need. In the first school year immediately following such identification as a high need school district, the district shall begin planning for implementation of, and shall implement where possible, the designated program(s). In the subsequent year following identification as a high need school district, the district shall fully implement the designated program(s). High need school districts, once identified, shall remain in that status and shall continue to implement the designated program(s) for a minimum of three years.

High need school districts where less than eighty-five percent of total students have achieved proficiency in language arts literacy on the New Jersey Assessment of Skills and Knowledge (NJASK) 3 shall provide an intensive early literacy program for preschool to grade three to ensure that all students achieve proficiency on State standards in accordance with the requirements of N.J.A.C. 6A:13-3.4(a).

High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8 shall implement an intensive literacy program for grades four through eight in accordance with the requirements of N.J.A.C. 6A:14-3.4(b).

High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the high school State assessment shall implement a language arts literacy program aligned with college preparatory English I, II, III and IV for grades nine through twelve that incorporates the elements in N.J.A.C. 6A:13-3.4(b) with the exception of providing a double period of language arts literacy.

High need school districts in which less than eighty percent of total students have achieved proficiency in mathematics on the NJ ASK 4 shall implement a comprehensive program for mathematics education that prepares students in grades three through four for success in higher order mathematics including the components as outlined in N.J.A.C. 6A:13-3.5(b).

High need school districts where less than eighty percent of total students have not achieved proficiency in mathematics on the NJ ASK 8 shall implement a comprehensive program for mathematics education that prepares all students in grades five through eight for success in Algebra at the high school level and that incorporates the elements in N.J.A.C. 6A:13-3.5(b).

High need school districts where eighty percent or more total students have not achieved proficiency in mathematics on the high school State assessment shall implement a comprehensive program for mathematics education for grades nine through twelve which incorporates the elements in N.J.A.C. 6A:13-3.5(b) and that is aligned to course expectations as required to meet graduation requirements.

N.J.A.C. 6A:13-3.1; 6A:13-3.2; 6A:13-3.3; 6A:14-3.4; 6A:13-3.5

Adopted: 3 June 2009
Adopted: 10 May 2011
Adopted: 20 September 2016

R2414 PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN HIGH NEED SCHOOL DISTRICTS

[For High Poverty and High Need School District]

A. Definitions

1. "At risk students" mean those resident students from households with a household income at or below the most recent Federal poverty guidelines available on October 15 of the prebudget year multiplied by 1.85.

2. "High poverty school district" means a district in which forty percent or more of the students are at-risk students.

3. "High need school district" means a school district in which forty percent or more of the students are at-risk students and is at one or more of the following proficiency levels on State assessments:

   a. Less than eighty-five percent of total students have achieved proficiency in language arts on the New Jersey Assessment of Skills and Knowledge (NJ ASK) 3;

   b. Less than eighty percent of total students have achieved proficiency in language arts on the NJ ASK 8;

   c. Less than eighty percent of total students have achieved proficiency in language arts on the HSPA;

   d. Less than eighty percent of total students have achieved proficiency in mathematics on the NJ ASK 4;

   e. Less than eighty percent of total students have achieved proficiency in mathematics on the NJ ASK 8; and/or

   f. Less than eighty percent of total students have achieved proficiency in mathematics on the high school State assessment.

B. High Need School District

1. Implementation Timelines

a. The New Jersey Department of Education shall identify the list of high need school districts based on the State assessments results ad shall promptly notify the district that are classified as high need.

b. In the first school year immediately following such identification as a high need school district, the district shall begin planning for implementation of, and shall implement where possible, the designated program(s).

c. In the subsequent year following identification as a high need school district, the district shall fully implement the designated program(s).

d. High need school districts, once identified, shall remain in the status and shall continue to implement the designated program(s) for a minimum of three years.

2. Language Arts Literacy – Intensive Early Literacy for Grades Preschool through Three

High need school districts where less than eighty-five percent of total students have achieved proficiency in language arts literacy on the NJ ASK 3 shall provide an intensive early literacy program for preschool to grade three to ensure that all students achieve proficiency on State standards. The intensive early literacy program shall include the following components:

a. An emphasis on small group instruction in at least reading, writing and technology;

b. A comprehensive early literacy assessment program that includes:

(1) Assessment of English language learners (ELLs) in accordance with N.J.A.C. 6A:15-1.3;

(2) A reading measure used minimally at the beginning of grades Kindergarten through three to determine the reading skills and strategies students has mastered;

(3) On-going performance-based assessments;

(4) A comprehensive diagnostic assessment of individual students who are exhibiting persistent difficulty in reading following a sustained period of targeted instruction; and

(5) An annual end-of-year achievement assessment of reading with a norm-referenced and/or criterion referenced test in grades one and two.

c. At least a daily ninety-minute, uninterrupted language arts literacy block in grades Kindergarten through three with guidance in the use of that time that may include the following instructional strategies:

(1) Use of a reading measure to differentiate student needs;

(2) Small group instruction;

(3) Direct instruction;

(4) Guided reading; and

(5) Shared reading.

d. Instructional materials that include concepts and themes from other content areas;

e. Professional development opportunities for teachers that focus on the elements of intensive early literacy, ways to assist students who exhibit persistent difficulty in reading, or other related topics that have been identified by these teachers as professional development needs and are reflected in the school and school district professional development plans pursuant to N.J.A.C. 6A:9C-4 et. seq;

f. Consistent and adequate opportunities for teachers to discuss and analyze student work, interim progress measures and assessment results, and to plan any modifications in grouping and/or instruction that may be indicated, consistent with this section;

g. A classroom library that reflects the diversity and needs of all students and includes assistive technology;

h. Use of a highly skilled literacy coach or certified teacher to coordinate professional development and collaboration based on the school and school district professional development plan, if documented as necessary to increase achievement of early literacy; and

i. Methods to involve parents and family members in student learning.

3. Language Arts Literacy – Intensive Literacy for Grades Four through Eight

High need school district where less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8 shall implement an intensive literacy program for grades four through eight that includes the following components:

a. A comprehensive literacy assessment for grades four through eight as part of the school district's curriculum to measure individual and group progress indicated below:

(1) Benchmark analysis that gauges students' performance and is used to assist school staff in determining skills that students still need to attain; and

(2) Assessment of English language learners (ELLs) pursuant to N.J.A.C. 6A:15-1.3.

b. Emphasis on small group instruction with scheduling of double periods, including appropriate classroom materials for small group instruction with evidence-based interventions and additional time for students who are not proficient in language arts literacy;

c. Professional development opportunities for teachers and administrators that are based on effective instructional practices including:

(1) Enhancing knowledge of the language arts literacy content and pedagogy to engage all students; and

(2) Learning how and having opportunities to analyze student work and assessment results in a collaborative setting.

d. Involving parents and family in student learning.

4. Language Arts Literacy – Literacy for Students in Grades Nine through Twelve

High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the high school State assessment shall implement a language arts literacy program aligned with college preparatory English I, II, III and IV for grades nine through twelve that incorporates the elements in 3. above with the exception of providing a double period for language arts literacy.

5. Mathematics Literacy – Math Literacy for Students in Grades Three through Four

High need school districts in which less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4 shall implement a comprehensive program for mathematics education that prepares students in grades three through four for success in higher order mathematics and that includes the following components:

a. Curriculum that simultaneously develops conceptual understanding, computational fluency, and problem solving skills, with meaningful instruction and a focus on critical mathematics skills as part of a successful learning experience;

b. Mathematical reasoning that occurs in contextual learning;

c. An emphasis on communicating mathematics concepts both verbally and in writing;

d. The use of frequent questions and opportunities for class discussion in addition to the mathematics textbook activities to improve student problem solving ability;

e. Professional development in both mathematics content and in the elements pedagogy specified in this section, related to the appropriate grade and based on individual professional needs, pursuant to N.J.A.C. 6A: 9C-3 et seq;

f. Use of appropriate instructional materials, technology, and manipulatives, aligned with the Core Curriculum Content Standards (CCCS) in mathematics, that lead students through concrete, symbolic, and abstract mathematical thinking;

g. Multiple assessment and benchmarks, including use of formative assessments;

h. Differentiated instruction;

i. Explicit mathematics instruction for struggling students to ensure that these students possess the foundational skills and conceptual knowledge necessary for understanding the mathematics they are learning at their grade level; and

j. Methods to involve parents and family members in student learning.

6. Mathematics Literacy – Math Literacy for Students in Grades Five through Eight

High need school district where less than eighty percent of total students have not achieved proficiency in mathematics on the NJ ASK 8 shall implement a comprehensive program for mathematics education that prepares all students in grades five through eight for success in Algebra at the high school level and incorporates the elements in 5, above.

7. Mathematics Literacy – Math Literacy for Students in Grades Nine through Twelve

High need school districts where eighty percent or more of total student have not achieved proficiency in mathematics on the high school State assessment shall implement a comprehensive program for mathematics education for grades nine through twelve which incorporates the elements in 5 above is aligned to course expectations as required to meet graduation requirements.

C. High Poverty School District

1. Class Size Requirements

a. Class size in high poverty school districts shall not exceed twenty-one students in grades Kindergarten through three, twenty-three students in grades four and five, and twenty-four students in grades six through twelve; provide that if the district chooses to maintain lower class sizes in grades Kindergarten through three, class size in grades four and five may equal but not exceed twenty-five students.

b. Exceptions to the class size requirements in C.1.a above are permitted for some physical education and performing arts classes, where appropriate.

2. Full-Day Kindergarten Requirements

a. High poverty school districts shall maintain all existing full-day Kindergarten programs with a teacher's aide for each classroom.

b. Class size for these Kindergarten classrooms shall not exceed twenty-one students.

Issued: 3 June 2009, 10 May 2011, 20 September 2016

2415 NO CHILD LEFT BEHIND PROGRAMS

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.

4. 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.

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 School-wide Title I program.

School-wide Program

High-poverty schools (those with 35% or more students from low-income families) are eligible to adopt school-wide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I funds to serve all children. A school-wide 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; and 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.

Supplement, Not Supplant

Grant funds provide under federal programs, including No Child Left Behind funding, shall supplement, not supplant other non-federal funds that are available to provide programs and services to eligible students, unless otherwise provided in the grant program.

State Waiver from Certain Provisions of No Child Left Behind (NCLB)

The State of New Jersey may receive a waiver(s) from certain provisions of NCLB from the United States Department of Education. A waiver(s) may affect the applicability of the school district's NCLB policies and/or regulations. In the event a waiver(s) affects the applicability of Board of Education NCLB policies and/or regulations, the waiver provisions shall supersede current Board policies and/or regulations and the school district shall comply with the requirements as outlined by the New Jersey Department of Education in accordance with the waiver(s) application and approval(s) from the United States Department of Education.

Evaluation

The Superintendent/designee will evaluate the NCLB programs as required by the Department of Education and the New Jersey Departments of Education.

No Child Left Behind Act of 2001

Adopted: 3 June 2009
Adopted: 12 March 2013

R 2415 **NO CHILD LEFT BEHIND PROGRAMS**

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.

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.

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.

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, which 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; and

   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 parent(s) or legal guardian(s) of children in schools served under Title I.

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% 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 five through seventeen 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% 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% 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% 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 target 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 Title I 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 Title I 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.

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.

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% 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% 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 ensure 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.

20 U.S.C.A. 3801 et seq.
34 C.F.R. Part 200
20 U.S.C.A. 6301 et seq.
Title I Program Guidelines, New Jersey Department of Education

Issued: 3 June 2009

2415.01 ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS AND ACCOUNTABILITY

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 al students subgroups, must meet the proficiency benchmarks to ensure the goal of 100% proficiency. Students must score either "proficient" or "advanced proficient" on the assessment to be counted toward the benchmarks.

Schools are evaluated using adequate yearly progress (AYP) indicators. Students 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 I - 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 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 provides appropriate professional development to support its implementation.

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

4. Replace the school staff that is 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.

2. Re-open the school as a public charter school as defined by State statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).

3. Replace all of 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 assistance 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 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 of 2000, §1111

Adopted: 3 June 2009
Adopted: 8 February 2011

2415.02 **TITLE I – FISCAL RESPONSIBILITIES**

The East Orange 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 East Orange 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 East Orange 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 East Orange 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: 3 June 2009
Adopted: 12 September 2017

2415.03 **HIGHLY QUALIFIED TEACHERS**

Introduction

The No Child Left Behind Act (NCLB) of 2001 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 At of 2001, §1119

Adopted: 14 September 2010
Adopted: 8 February 2011

2415.04 TITLE I – DISTRICT-WIDE FAMILY ENGAGEMENT

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

Parent and Family Engagement 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 and caregivers play an integral role in assisting their child's learning;

2. That parents are encouraged to be actively involved in their child's learning;

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.

Pursuant to federal law, the district and the parents of students participating in the Every Students Succeeds Act educational programs as mandated under section 1118 (E) of ESEA have jointly developed the following family and community engagement policy. This policy shall be implemented by the Superintendent or his designee according to the timeline set forth in the policy and incorporated into the District's Title I plan.

I. The district shall provide coordination, technical assistance, and other necessary support to assist participating schools in building the capacity for strong family engagement in order to improve student academic achievement and school performance.

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

This coordination, assistance, and support shall include:

a. Providing a district family liaison to help in facilitating, coordinating, and implementing the Initiatives of the District wide Parent Advisory Council (DPAC);

b. The establishment of a District wide Parent Advisory Council (DPAC) to provide advice on matters relating to family engagement as well as matters related to student achievement;

c. A Parent Advisory Council that will meet in order to provide recommendations to the Superintendent or his/her designee (to whom and the mechanism for accountability for given) on all matters related to family engagement in activities supported under the Every Student Succeeds Act;

d. Providing other reasonable support for family engagement activities under section 1118 as parents may request.

e. The district shall, to the extent feasible and appropriate, coordinate and integrate family engagement programs and activities with other state and federally-funded education programs. Additional activities such as establishing a parent resource center that encourages and supports parents in participating in the education of their children shall be explored.

II. 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. District review of and assistance in researching, selecting, and adopting model approaches to improving family engagement at the district level.

b. Provide parents with a description of the district's plan to fulfill its responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students to meet district's academic standards.

c. The district shall coordinate and integrate family engagement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized by law.

d. The District shall collaborate with parents regarding strategies for supporting student learning.

e. The district shall provide to parents, as appropriate, information to help them understand the state's academic content and achievement standards, state and local academic assessments, the requirements of the Every Student Succeeds Act, how to monitor students' academic progress and how to work with school staff to help parents work with students to improve student

III. 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 family engagement activities to improve student academic achievement and school performance:

a. Encourage schools to arrange meetings at a variety of times, or conduct in-home conferences between teachers or other educators (who work directly with participating children) with parents who are unable to attend those conferences at school in order to maximize family engagement and participation in their children's education.

b. Training support for teachers on strategies for communicating and working with parents

c. Training support for parents on strategies for communicating and working with teachers.

d. Technical support on development of communication strategies for parents.

e. Technical assistance and guidance to schools for the purpose of facilitating family engagement.

f. District review of and assistance in researching, selecting, and adopting model approaches to improving family engagement at the district level.

IV. The school district will coordinate and integrate family engagement strategies in Part A with parental strategies under the following:

a. Provide parents with a description of the district's plan to fulfill its responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students to meet district's academic standards.

b. The district shall coordinate and integrate family engagement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying barriers to greater participation by parents in authorized activities.

c. The District shall collaborate with parents regarding strategies for supporting student learning.

d. The district shall provide to parents, as appropriate, information to help them understand the state's academic content and achievement standards, state and local academic assessments, the requirements of the Every Student Succeeds Act, how to monitor students' academic progress and how to work with school staff in helping to improve student achievement.

e. Parents will be provided with access to the state content and achievement standards for each appropriate grade level. In addition, parents will be provided with information related to the state and local assessments and how academic progress will be reported.

f. The District shall develop materials and training to help parents work with students to improve achievement. Training, including strategies to improve reading skills, math skills, science instruction and the use of technology may be provided for parents. Providing parents with the materials and training they need to be able to help their child(ren) achieve may also include: establishing parent academic workshops at the beginning of each semester to inform parents to what their child(ren) will be learning for that semester; developing monthly school calendars which include meeting dates, special functions and activities.

g. The district will maintain a method of communicating with parents and ensure that all information related to school and parent programs, meetings and other activities shall be sent to parents in a format and, to the extent practicable, in a language the parents can understand.

h. Each school shall include strategies that encourage family engagement in its annual school improvement plan. The district shall provide schools with research, technical assistance and guidance on adopting effective models for encouraging family engagement. The improvement plans shall address the following:

School Parent Compact

Each school in the district receiving Title I funds shall jointly develop with parents of students served in the program a School-Parent Compact outlining, the manner in which parents, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:

(a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment, enabling students in the Title I program to meet the district's academic standards.

(b) Indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom; and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.

(c) Address the importance of parent-teacher communication on an ongoing basis through, at minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

V. 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 Family Engagement Policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation of parents in family engagement 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 Family Engagement Policy and activities to design strategies for more effective family engagement, and to revise, if necessary (and with the involvement of parents) its family engagement policies.

a. Communicating
- School-wide written communications
- Teacher to parent personal communications
- Frequency of communications
- Progress reporting

b. Parenting
- Motivating students to learn
- Providing an environment where homework can be accomplished

c. Student learning
- Informing parents of strategies to assist their students (homework, etc.)
- Informing parents of additional learning opportunities and services

d. School decision making and advocacy (School Leadership Council)
- Parent participation in decision making

e. Collaborating with the community

The district shall hold an annual meeting for parents of students in Title I programs, as well as school-wide program staff, principals of schools receiving Every Student Succeeds Act funds and other interested persons to discuss the Title I program plan, review implementation of the Title I program plan, discuss how Title I and other funds allotted for family engagement activities shall be used, and invite suggestions for improvement.

a. District will collaborate with established DPAC Leadership to plan parent professional development and the budget for Family Engagement activities for the upcoming year at the district level.

b. The district, with the assistance of parents, shall implement district professional development activities which enhance the skills of teachers, student services personnel, and principals.

c. The district shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

d. The district shall use the findings of the evaluation to design strategies for more effective family engagement and to revise, if necessary, this policy.

e. The district shall provide such other reasonable support for family engagement activities as parents may request and the District can financially afford.

DISCRETIONARY DISTRICTWIDE PARENTAL INVOLVEMENT POLICY ACTIVITIES

In carrying out the Title I, Part A family engagement 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. The format will be comprehensible and uniform including alternative formats upon request and to the extent practicable in a language parents understand.

As required through ESSA, the district will provide the following information on the students' classroom teachers:

A. Whether the teacher(s) has met the State qualification and licensing criteria for the grade levels and subject areas they are teaching.

B. If the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.

C. The undergraduate major of the teachers(s), the area of study, and any certificates for any graduate degrees earned.

D. The qualification of any paraprofessional providing services to their child(ren).

E. A timely notice if the student is assigned to a teacher who is not "highly qualified.

Under ESSA section 1116(a) (3), the district is required to reserve 1% of its funds for parental involvement activities (90% of these finds must be used at the school level and the remaining 10% may be used at the district level). These funds cannot be reallocated to other areas within Title I.

- The school district will involve the parents of children served in Title I Part A schools in decisions about how the (1%) of Title I, Part A funds reserved for family engagement is spent, and will ensure that not less than 90% of the 1% reserved goes directly to the schools.

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

Family Engagement means the participation of Parents in regular two-way and meaningful communication involving student academic learning and other school activities including ensuring:

A. That parents play an integral role in assisting their child's learning.

B. Those parents are encouraged to be actively involved in their child's education at school.

C. 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.

D. The carrying out of other activities, such as those described in section 1116 of the ESEA.

Legal References:

NJSA	18A:35-4.9	Student promotion and remediation; policies and procedures
NJSA	18A:59-1-3	Apportionment and distribution of federal funds; exceptions
NJSA	NJAC 6:8-4.1	Review of mandated programs and services

20 U.S.C.A. 6138 Parental Involvement
42 USCA 2000d-2000d Title I of the Civil Rights Act of 1954
Hawkins – Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297)

Every Student Succeeds Act of 2015, Pub. L. 114-95, § 1116 Stat. 1177

ADOPTION (sample template)

This District-Wide Family Engagement Policy has been developed jointly, and agreed on with parents of children participating in Title 1, Part A programs. This Policy will be distributed to all parents of participating Title 1, 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 Family Engagement Policy

_____
Signature of Authorized Official

_____
Date

Approved: 3 June 2009
Approved: 8 February 2011
Approved: 12 September 2017

2415.05 STUDENT SURVEYS, ANALYSIS AND/OR EVALUATIONS

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education.

Consent

PPRA requires written consent from parents and students who are eighteen years old or emancipated minor students before minor students are required to participate in a survey, analysis, or evaluation funded in whole or in part by a program of the United States Department of Education that concerns one or more of the following nine areas referred to as "protected information surveys:"

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or parents;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
9. Social security number.

This consent requirement also applies to the collection, disclosure or use of student information for marketing purposes, referred to as "marketing surveys", and for certain physical examinations and screenings.

"Opt a Student Out" Notice

The parents and eligible students will be provided an opportunity to opt a student out of participating in:

1. The collection, disclosure, or use of personal information obtained from students for marketing, to sell, or otherwise distribute information to others;

2. The administration of any other "protected information survey" not funded in whole or in part by the United States Department of Education; and

3. Any non-emergency, invasive physical examination required as a condition of attendance, administered by the school district or its agents, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, scoliosis screenings, or any physical examination or screening permitted or required under State law.

Inspection

The parents and eligible students, upon request and before administration or use, have the right to inspect:

1. Protected information surveys of students;

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and

3. Instructional material used as part of the educational curriculum.

The Assistant Superintendent for Operations shall be responsible for obtaining the consent, annual direct notification to parents and eligible students at the start of each school year and after any substantive changes of the "opt a student out" rights and the inspection rights provisions of PPRA and this Policy. The "opt a student out" notice shall include any specific or approximate dates of the activities eligible for a student to "opt out."

PPRA Consent/Opt Out Violations

Parents or students who believe their rights under PPRA may have been violated may file a complaint with United States Department of Education.

The Protection of Pupil Rights Amendment (PPRA)
(20 U.S.C. §1232h; 34 CFR Part 98)
No Child Left Behind Act of 2001, Title X, Part F, §1061

Adopted: 3 June 2009
Adopted: 12 September 2017

2415.06 **UNSAFE SCHOOL CHOICE OPTION**

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 New Jersey Department of Education (NJDOE) in the application for ESSA funds.

USCO Policy Provision I - Persistently Dangerous Schools (PDS)

1. Criteria for Determining Persistently Dangerous Schools.

   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 New Jersey Department of Education (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 Student Safety Data System (SSDS) to identify persistently dangerous schools 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.

3. Corrective Action Plan for a School Identified as Persistently Dangerous.

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 SSDS. The NJDOE will provide the schools with guidance for its corrective action plan, as well as monitor the school district's timely completion of the approved plans.

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 their corrective action plan and compare the current year's incidents of violence, as reported on the SSDS, to the criteria for determining persistently dangerous schools (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 and in accordance with guidance provided by the NJDOE.

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 their 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 SSDS. 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" notices 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 SSDS, to the criteria for determining persistently dangerous schools. The schools will be notified of its status on or before July 31 of the respective year.

A school that no longer meet the criteria for Persistently Dangerous Schools 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 not receive federal funds under ESSA, but meet any one of the criteria for persistently dangerous schools, 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 SSDS. 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.

USCO Policy Provision II - Victims of Violent Criminal Offenses

The Unsafe School Choice Option provision of 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:16-6.2(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; 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 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; or 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 – Persistently Dangerous Schools (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 Unsafe School Choice Option 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 Unsafe School Choice Option 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 is not required to transfer the student to a school outside the school district.

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: 3 June 2009
Adopted: 9 May 2017
Adopted: 12 March 2019

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 Assistant Superintendent for Operations. The Assistant Superintendent for Operations shall be responsible to coordinate the investigation of the Complaint. The Assistant Superintendent for Operations shall submit a written report regarding the outcome of the investigation to the complainant and the Superintendent of Schools. 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: 3 June 2009

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 Assistant Superintendent for Operations. The Complaint shall be in writing and shall be mailed, hand-delivered, or electronically submitted to the Assistant Superintendent for Operations.

5. The Assistant Superintendent for Operations shall be responsible to coordinate the investigation of the allegations in the Complaint.

   a. The Assistant Superintendent for Operations shall acknowledge receipt of the Complaint to the complainant within ten business days of receipt of the Complaint.

b. The Assistant Superintendent for Operations 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 Assistant Superintendent for Operations may request additional information from the complainant regarding the Complaint.

d. The Assistant Superintendent for Operations 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 Assistant Superintendent for Operations 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 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

Issued: 3 June 2009

2415.30 TITLE I – EDUCATIONAL STABILITY FOR CHILDREN IN FOSTER CARE

The Federal Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA), initiated protections for children in foster care that further enhanced the requirements of the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act). These provisions require school districts to work with child welfare agencies to ensure the educational stability of children in foster care. New Jersey statutes support and implement Federal legislation and require New Jersey's child welfare agencies and school districts to collaborate and to keep children placed in foster care in the same school when their living placements change if remaining in that school is in the child's best interest. The educational stability of children in foster care is the joint responsibility of both the educational and child welfare systems.

A designated staff member from the Office of Student Support Services shall be designated as the Board of Education's point of contact person for all matters related to the educational stability for children in foster care. The point of contact person for the school district shall not be the same person designated as the school district liaison for the education of homeless children.

For the purpose of this Policy, "child welfare agency" shall be the New Jersey Department of Children and Families.

For the purpose of this Policy, "foster care" means twenty-four hour substitute care for children placed away from their parents and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

For the purpose of this Policy, "school of origin" is the school district in which the child is enrolled at the time of placement in foster care or the school district of residence as per N.J.S.A. 30:4C-26 and N.J.S.A. 18A:7B-12.

A child in foster care shall remain in his/her school of origin if it is determined to be in the best interest of the child for the duration of time in foster care.

If a student attending the school district in accordance with the provisions of N.J.S.A. 18A:38-1 et seq. is placed in foster care, the school district contact person will collaborate with child welfare agencies to determine whether it is in the child's best interest to remain in the school district taking into consideration all factors relating to the child's best interest. These factors shall include the appropriateness of the current educational setting and proximity of placement (ESEA Section 1111(g)(1)(E)(i)). These factors may include, but are not limited to:

1. Preferences of the child;

2. Preferences of the child's parent(s) or educational decision maker(s);

3. The child's attachment to the school, including meaningful relationships with staff and peers;

4. The proximity of the resource family home to the child's present school;

5. The age and grade level of the child as it relates to the other best-interest factors;

6. The needs of the child, including social adjustment and well-being;

7. The child's performance, continuity of education, and engagement in the school the child presently attends;

8. The child's special education programming if the child is classified;

9. The point of time in the school year;

10. The child's permanency goal and likelihood of reunification;

11. The anticipated duration of the placement;

12. Placement of the child's sibling(s);

13. Influence of the school climate on the child, including safety;

14. The availability and quality of the services in the school to meet the child's educational and socio-emotional needs;

15. History of school transfers and how they have impacted the child;

16. How the length of the commute would impact the child, based on the child's developmental stage;

17. Whether the child is a student with a disability under the Individuals with Disabilities Act (IDEA) who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and

18. Whether the child is an English language learner (ELL) and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act of 1974 (EEOA).

The school district's contact person will discuss these factors and will make every effort to gather meaningful input and participation from the relevant parties, including appropriate school personnel, in the best-interest determination.

Eligible students with disabilities retain their right to receive a free appropriate public education in the least restrictive environment. When making a best-interest determination regarding the educational placement of a student with a disability under IDEA and Section 504, the Board must ensure that all required special education and related services are provided in the least restrictive placement where the child's unique needs, as described in the student's Individualized Education Program (IEP) or Section 504 Plan, can be met. The school district will identify and assess all potential ELL students and provide all ELL students, including ELL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an ELL student in foster care, the Board of Education will comply with its obligations under Title VI and the EEOA.

To the extent feasible, a child shall remain in his/her school of origin until a final best-interest determination is made. The child welfare agency will notify the school district of origin of the child's school placement after collaboration with the Board of Education's point of contact person and after the child's best-interest determination has been made. If a change of school is recommended by the child welfare agency, the new school shall immediately contact the school of origin to obtain relevant academic and other records of the foster care child. The financial responsibility for the payment of tuition for a foster care child placed outside the school district of origin and attending school outside the school district of origin shall be determined by the Commissioner of Education in accordance with N.J.S.A. 18:7B-12 – Determination of District of Residence.

A foster care child who has been placed in this district and exits foster care during the school year <u>will not</u> be permitted to continue in this school district for the remainder of the school year.

In the event there is a disagreement regarding school placement for a child in foster care, the school district will comply with the legal requirements for resolving the dispute. A parent can appeal a best-interest determination whenever the child changes schools.

Children placed in foster care outside the school district of origin, attending a school in that district, will be provided transportation to and from school in accordance with N.J.A.C. 6A:27-6.1 et seq. and the Transportation Policy of that district. The district of origin is financially responsible for transportation costs to and from school.

Children placed in foster care outside the school district of origin, but remaining in a school within the school district of origin, shall receive transportation to and from school on a "cost-efficient" manner and in accordance with Section 475(4) (A) of the Social Security Act for the duration of the time the child is in foster care. The district of origin is financially responsible for transportation costs to and from school.

The cost of transportation shall not be considered when determining the best interest of the child.

Section 475(4)(A) of the Social Security Act provides guidance on "cost-effective" transportation as it relates to the cost of reasonable travel for foster care children placed outside the school district of origin to their school of origin indicating: the child may be dropped off at a bus stop just within the school district of origin to be transported to a school in the district of origin; the school district may offer a public transportation option; the foster care parents or other families may be willing to drive the child to school in the school district of origin; the school district may utilize pre-existing bus routes or stops close to the out-of-district foster care placement that cross school district boundaries; or the foster care child may be eligible for transportation under other Federal or State requirements.

In the event there is a disagreement regarding transportation for a child in foster care, the school district will comply with the New Jersey Department of Education requirements for resolving the dispute. The Board of Education shall provide or arrange for adequate and appropriate transportation for foster care children while any disputes are being resolved.

In all cases regarding student data and records, the Board of Education will comply with all statutory requirements to protect student privacy, including Family Education Rights and Privacy Act (FERPA), and all other privacy requirements under Federal laws, State statutes, and administrative codes.

N.J.S.A. 18A:7B-12
N.J.S.A. 30:4C-26

United States Departments of Education and Health and Human Services – Non-Regulatory Guidance - Ensuring Educational Stability for Children in Foster Care – June 23, 2016

Adopted: 17 January 2017

2416 **PROGRAMS FOR PREGNANT STUDENTS**

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 parent(s) or legal guardian(s) 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: 3 June 2009
Adopted: 11 October 2016

2417 **STUDENT INTERVENTION AND REFERRAL SERVICES**

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1. The Board adopts this appropriate multidisciplinary team approach for planning and delivering the services required under N.J.A.C. 6A:16.8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team. The intervention and referral services shall be provided to aid students in the general education program and, may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need of special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate.

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16:-8(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

The I&RS Team shall review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the Building Principal for improving school programs and services, as appropriate.

At the need of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.S.A. 18A:46-18.1 et seq.
N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2; 6A:16-8.3
Adopted: 3 June 2009
Adopted: 14 October 2014

R 2417 STUDENT INTERVENTION AND REFERRAL SERVICES

A. The Superintendent of Schools will establish and implement in each school building in which general education students are served, a coordinated system for planning and delivering of intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2.

B. Function of Intervention and Referral Services

1. The Principal in each school building in which general education are served will establish an Intervention and Referral Services Team. The I&RS Team will be comprised of the following:

   a. The Principal or a member of the teaching staff other than special education, teaching staff member, who is appointed by the Principal to act on his/her behalf and with his/her authority, shall act as chairperson;

   b. A member of the Child Study Team (CST) or an educational services staff member;

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

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

2. The district will provide support, guidance, and professional development to school staff members who participate in each school's system for planning and providing intervention and referral services.

C. Student Referral

1. A student not known to have a disability who is experiencing learning, behavior or health difficulties may be referred to the I&RS Team. This referral may be made by any school staff member or by student's parent. The student's parent shall be informed in writing of any such referral.

a. The district will provide support, guidance, and professional development to school staff members on identifying student learning, behavior, and health difficulties.

2. When it appears that a referred student may have a disability, the I&RS Team shall refer the student to the CST for evaluation pursuant to Policy 2460 for a determination of the student's eligibility for special education and/or related services.

3. The I&RS Team shall consult with the student's teacher(s), parent, and any school staff member as appropriate to identify and collect information on the learning, behavior, and health difficulties of the student.

4. The school nurse may be requested to review the student's health records and inform the Principal of any health condition relevant to the student's difficulties. Any 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.

5. As appropriate, the I&RS Team may consult with community-based social and health agencies that provide services to the student or the student's family.

6. The I&RS Team shall determine if the student's learning, behavior, and/or health difficulties may be helped with a written action plan.

D. Intervention and Referral Services Action Plans

1. The I&RS Team shall develop and implement a written action plan including timelines for referred students that provide for appropriate school or community interventions or referrals to school and community resources, based on collected data and desired outcomes for the identified learning, behavior, or health difficulties.

2. The intervention and referral services action plan shall:

a. Detail any modifications in the student's educational program which will include, but not be limited to, support and guidance to the student's teacher(s);

b. List the persons who will implement the action 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. Involve the parent(s) or legal guardian(s) shall be actively involved in the development and implementation of any intervention and referral services action plan by being offered an opportunity to provide input in the development and implementation of the action plan;

f. Identify the I&RS Team member(s) who will coordinate the access to and delivery of school resources and services for achieving outcomes identified in the intervention and referral service action plan;

g. Identify the I&RS Team member(s) who will coordinate the services of community-based social and health provider agencies and other community resources for achieving outcomes identified in the intervention and referral action plan.

3. The implementation and effectiveness of each intervention and referral services action plan shall be reviewed by the I&RS Team within eight calendar weeks from the beginning of its implementation. The I&RS Team shall consult the referring school staff member and any other school staff members to access the effectiveness of the plan.

a. If the action plan is not achieving the identified outcomes, the plan shall be modified to achieve the outcomes, as appropriate. If the review indicates student may have a disability, the student shall be referred to the CST.

4. The I&RS Team may review any intervention and referral services action plan throughout the school year. However, at a minimum, the I&RS Team shall annual review all intervention and referral services action plans and the actions taken as a result of the school building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

E. Annual Reports

1. At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. The report shall also include:

a. A description of the needs and issues identified through referrals to the I&RS;

b. An identification and analysis of significant needs and issues that could facilitate school planning for the subsequent year;

c. A description of activities planned in response to the needs and issues significant in school planning; and

d. Any other information the Principal or the I&RS Team determine would be beneficial to improving the school's system for planning and delivering intervention and referral for planning and delivering intervention and referral services designed to assist students.

2. The Principal's report shall be provided to the Superintendent of Schools.

Issued: 3 June 2009
Issued: 14 October 2014

2418 SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

The Board will comply with Section 504 of the Rehabilitation Act of 1973, the purpose of which is to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

Guarantee of Rights

The Board will provide a free appropriate public education to each student with a disability regardless of the nature or severity of the disability.

The Board will make reasonable accommodations to ensure that no student with a disability, solely on the basis of the disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board, including participation in non-academic and extracurricular services and activities.

The administration will undertake to identify and locate all students with disabilities between the ages of three and twenty-two, who are residing within the district, but not receiving a public school education. The administration will take steps to notify such students and their parents of the district's duty to provide accommodations for students with disabilities as well as procedures to determine eligibility for such accommodations.

Educational Setting

The Board will ensure that a student with a disability participates with nondisabled students in activities and services to the maximum extent appropriate to the needs of the student with a disability.

The school administration will place a student with a disability in the regular educational environment within the district unless the district demonstrates that the education of the student with a disability in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Evaluation and Placement

The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need accommodations, special education, and/or related services because of a disability. Evaluations may include, but are not limited to, a review of work samples, direct observation, interviews, and/or administration of assessment measures.

Enforcement

The Director of Special Education is designated by the Board as the District 504 Coordinator for matters dealing with Section 504 of the Rehabilitation Act of 1973 and can be contacted at the following address or telephone number:

Office Address: 199 4th Avenue, East Orange, NJ 07017
Telephone: 973-266-5758

Procedural Safeguards

The district will establish and implement a system of procedural safeguards with respect to the identification, evaluation, or provision of services under Section 504. This system includes notice, an opportunity for the parent to examine relevant records, an impartial hearing with the opportunity for participation by the parent and representation by counsel, and a review procedure. These procedural safeguards shall be in accordance with N.J.A.C. 6A:14 et seq., Policy 2460, Regulation 2460.8, and/or the grievance procedures outlined in Regulation 2418.

Notice

The Board will notify members of the community that the Board does not discriminate on the basis of a disability in violation of Section 504 of the Rehabilitation Act of 1973. Policy and Regulation 2418 may be reprinted in part or in full and distributed to serve as adequate notice.

State or Local Law

The obligation to comply with the Rehabilitation Act of 1973 is not obviated or alleviated by the existence of any State or local law or other requirement that, on the basis of disability, imposes prohibitions or limits upon the eligibility of a student with a disability to receive services.

29 U.S.C. 794 (Section 504 Rehabilitation Act of 1973)
20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)
42 U.S.C. 12101 (Americans with Disabilities Act of 1990, as amended)

Adopted: 14 February 2017

R 2418 SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

It is the policy of the Board of Education that no qualified student with a disability will, solely on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board. The Board will also comply with the Individuals with Disabilities Education Act through the implementation of Policy 2460 and Regulations 2460 through 2460.16.

A. Definitions

1. "Accommodation" means a change in the educational setting, instructional strategies, materials, and/or supplementary/related aids and services that does not significantly alter the content of the curriculum or level of expectation for a student's performance, but which allows the student to access the regular general education curriculum.

2. "Act" means the Rehabilitation Act of 1973.

3. "Aids and Services" means aids and services designed to meet the individual student's educational needs to the same extent as the needs of students without disabilities are met. 34 CFR §104.33

4. "Board" means the Board of Education of this school district.

5. "Complainant" means a parent of a student with a disability who files a grievance in accordance with the grievance procedure.

6. "Day" means either calendar or working day, as specified in the Act.

7. "Disability" means, with respect to an individual, that the individual meets one or more of the following three prongs:

   a. A physical or mental impairment that substantially limits one or more of the major life activities of such individual;

   b. A record of such an impairment; or

   c. Being regarded as having such an impairment.

8. "District" means this school district.

9. "District 504 Coordinator" means the district official responsible for the coordination of activities relating to compliance with the Act.

10. "FAPE" means free appropriate public education. FAPE consists of the provision of regular or special education and related aids and services designed to meet the educational needs of a student with a disability to the same extent as the needs of non-disabled students are met.

11. "Grievance" means an unresolved problem concerning the interpretation or application of law and regulations regarding discrimination by reason of a disability by an officer or employee of this district.

12. "Individuals with Disabilities in Education Act" (IDEA) identifies eligible children and young adults who have specific types of disabilities and, thus, require special education and related services. If they qualify, students receiving services through IDEA may also be eligible for services under Section 504 and ADA.

13. "Major life activities" means those of central importance to daily life and include, but are not limited to, functions such as: caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sitting, writing, standing, reaching, lifting, sleeping, bending, speaking, breathing, reading, concentrating, thinking, communicating, interacting with others, learning, and working. "Major life activities" also include physical or mental impairments that substantially limit the operation of a major bodily function, including, but not limited to: functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, reproductive systems, and the operation of an individual organ within a body system. 28 CFR §35.108; 28 CFR §36.105

14. "Mitigating measures" means steps taken to eliminate or reduce the symptoms or impact of an impairment. "Mitigating measures" include, but are not limited to: medication; medical equipment/appliances; mobility devices; low vision devices (not including ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids, cochlear implants, or other implantable hearing devices; oxygen therapy equipment and supplies; the use of assistive technology; reasonable modifications or auxiliary aids or services; learned behavioral or adaptive neurological modifications; and psychotherapy, behavioral, or physical therapies. 42 U.S.C. 126 §12102

a. Mitigating measures, must not be used when determining whether an impairment is a disability except for the use of corrective eyeglasses or contact lenses. Mitigating measures may be considered in assessing whether someone is entitled to reasonable accommodation or poses a direct threat.

15. "Physical or mental impairment" means any physiological disorder or condition such as, cosmetic disfigurement or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic and lymphatic, skin, and endocrine; or any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. 28 CFR §35.108(b)(2) and 28 CFR§36.105(b)4

a. Physical or mental impairments may include, but are not limited to: contagious and noncontagious diseases and conditions; orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; intellectual disability; emotional illness; dyslexia and other specific learning disabilities; Attention Deficit Hyperactivity Disorder (ADHD); Human Immunodeficiency Virus (HIV) (whether symptomatic or asymptomatic); tuberculosis; drug addiction; and alcoholism.

b. Physical or mental impairments do not include: transvestism; transsexualism; homosexuality or bisexuality; gender identity disorders; sexual behavior disorders; pedophilia; exhibitionism; environmental, cultural, and economic disadvantages; pregnancy; physical characteristics; personality traits or behaviors; normal deviations in height, weight, or strength; compulsive gambling; kleptomania; pyromania; and psychoactive substance use disorders resulting from current illegal use of drugs.

c. An impairment that is episodic or in remission may be considered a "disability" if it would substantially limit a major life activity when active.

d. Not all impairments are disabilities.

16. "Qualified student with a disability" means a student with a disability at the preschool, elementary, or secondary level, who is: (1) of an age at which students without disabilities are provided educational services; (2) of an age at which it is mandatory under State law to provide educational services to students with disabilities; or (3) a student to whom a State is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

17. "Record of such an impairment" means has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.

18. "Regarded as having an impairment" means the individual establishes that he or she has been subjected to a prohibited action because of an actual or perceived physical or mental impairment, whether or not that impairment substantially limits or is perceived to substantially limit a major life activity.

    a. For this prong only, the public entity must demonstrate the impairment is or would be both transitory (lasting or expected to last six months or less) and minor to show an individual is not regarded as having such an impairment. 42 U.S.C. 126 §12102(3) (B)

    b. A public entity is not required to provide a reasonable modification to an individual meeting the definition of "disability" solely under the "regarded as" prong.

19. "Section 504" means Section 504 of the Act.

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

21. "Substantially limits" means the extent to which the impairment limits a student's ability to perform a major life activity as compared to most people in the general population, whether or not an individual chooses to forgo mitigating measures. 42 U.S.C. 126 §12102 (4); 28 CFR §35.108(d); 28 CFR §35.105(d). The rules of construction when determining whether an impairment substantially limits a student in a major life activity include:

    a. That it is broadly construed in favor of expansive coverage, to the maximum extent permitted under the Act.

b. That it does not demand extensive analysis.

c. That it substantially limits one major life activity, but not necessarily other major life activities.

d. That it may be episodic or in remission, as long as the disability would substantially limit a major life activity when active.

e. That it need not prevent, or significantly or severely restrict, an individual from performing a major life activity.

f. That it requires an individualized assessment which does not create an "inappropriately high level of limitation" and is based upon the conditions, manner, or duration under which the individual can perform the major life activity 42 U.S.C. 12102(4) (B).

g. That it generally will not require scientific, medical, or statistical evidence (although such evidence can be required where appropriate - evidence that can be considered may include statements or affidavits of affected individuals and school records).

h. That the determination is made without regard to ameliorative effects of mitigating measures, except for the use of ordinary eyeglasses or contact lenses intended to fully correct visual acuity or eliminate refractive error. Non-ameliorative effects, such as the negative side effects of medication or a medical procedure, may also be considered.

i. That the effects of an impairment lasting or expected to last less than six months can be substantially limiting for establishing a disability under the first two prongs: "actual disability" or "record of".

B. District 504 Coordinator - 34 C.F.R. §104.7(a)

1. The District 504 Coordinator will be responsible for the initial evaluation of all allegations, reasonable accommodations (if required), and re-evaluations.

2. The District 504 Coordinator will comply with the mediation and due process requirements pursuant to N.J.A.C. 6A:14-2.6 and 6A:14-2.7 where applicable in cases arising from Section 504.

C. Educational Program

1. General:

a. The Board will not, on the basis of a disability, exclude a student with a disability from a program or activity and will take into account the needs of such student in determining the aid, benefits, or services to be provided under a program or activity.

b. Identification for special education services under IDEA and accommodations under Section 504 are not mutually exclusive.

c. Students not otherwise eligible for special education programs and/or related services pursuant to N.J.A.C. 6A:14-1 et seq. may be referred to the District 504 Coordinator by the parent or staff member.

d. The Board will provide reasonable accommodation(s) to students with disabilities notwithstanding any program and/or related services required pursuant to N.J.A.C. 6A:14-1 et seq.

D. Free Appropriate Public Education (FAPE) - 34 CFR §104.33

1. FAPE must be provided without cost to the student's parent, except for those fees imposed on a parent of a non-disabled student.

2. The district may place a student with a disability in or refer such student to a program other than one it operates as its means of carrying out the provisions of this Regulation.

a. The district will continue to maintain responsibility for ensuring the requirements of the Act are met in respect to any student with a disability so placed or referred.

b. The district will ensure adequate transportation to and from the program, provided at no greater cost than would be incurred by the parent if the student were placed in a program operated by the district.

(1) The administration will consider the proximity of any alternative setting to the student's home.

(2) If a public or private residential placement is necessary to provide FAPE to a student with a disability, the placement, including non-medical care, room, and board, shall be provided at no cost to his/her parent.

E. Evaluation and Placement - 34 CFR §104.35

1. The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services on the basis of disability.

a. Section 504 evaluations may encompass record and work sample review; direct observation in the natural setting; interviews with the student, parent, and school personnel; and/or administration of assessment measures. They do not include independent evaluations.

b. It may be determined that additional data is required, including the administration of formal standardized instruments and data on conditions in remission or episodic in nature. Tests and other evaluation materials must meet the following criteria:

(1) Validated for the specific purpose for which they are used and administered by trained personnel;

(2) Tailored to assess specific areas of educational need and not merely those designed to provide a single intelligence quotient; and

(3) Accurately reflect aptitude or achievement or whatever else the tests purport to measure, rather than the student's impaired sensory, manual, or speaking skills (unless the test is designed to measure these particular factors).

2. In interpreting evaluation data and in making placement decisions, the district will:

a. Draw information from a variety of sources, including, but not limited to: aptitude and achievement tests, medical evaluations, teacher recommendations, physical condition, social and cultural background, and adaptive behavior;

b. Establish procedures to ensure that information obtained from all such sources is documented and carefully considered;

c. Ensure that placement decisions are made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and placement options; and

d. Ensure that placement decisions are made in conformity with this Regulation and 34 CFR §104.34.

3. The District 504 Coordinator will establish timelines for re-evaluations of students receiving reasonable accommodation(s). A parent may request a re-evaluation at any time upon written request to the District 504 Coordinator.

4. Copies of requests for evaluation and related documents will be maintained in a designated Section 504 file folder placed in the student's cumulative record.

F. Section 504 and Special Education

1. A student who qualifies for Section 504 services may not qualify for special education under IDEA; likewise, a student who qualifies under IDEA may not qualify under Section 504.

2. A referral for a Section 504 evaluation may be made concurrently with a pending special education evaluation. In such instances, the Section 504 evaluation should be conducted during the same timeline utilized for the special education assessment. Generally, the Section 504 evaluation should be conducted in less than sixty days.

3. If a student is found eligible under Section 504 prior to the special education team's findings, a Section 504 Accommodation Plan will be developed pending the special education team's findings. If the student is then found eligible for special education, an Individualized Education Program (IEP) will be developed and the IEP team can incorporate into the IEP any accommodations/services provided in the Section 504 Accommodation Plan.

4. A separate Section 504 team meeting will be convened when a student is identified as eligible for special education and no longer requires accommodations/services under Section 504.

5. When an IEP team determines a student is not eligible or no longer eligible for special education, there may be circumstances when a Section 504 referral for evaluation may be appropriate and should be considered. The IEP team may document the student is being referred for a Section 504 evaluation, and the eligibility evaluation shall be addressed in a separate Section 504 team meeting.

G. Section 504 Accommodation Plan

1. The District 504 Coordinator will assist in organizing a team of individuals responsible for receiving referral documents; securing evaluation information; and determining eligibility and appropriate accommodations, related aids or services for eligible students with disabilities. The team must be comprised of people who:

   a. Are knowledgeable about the student;

   b. Understand the meaning of evaluation data; and

   c. Are familiar with placement options.

2. The District 504 Coordinator, based on the evaluation of the student eligible for services under Section 504, will prepare a Section 504 Accommodation Plan which may include as relates to the student:

   a. Name;

   b. Date of birth;

   c. Current educational placement;

   d. Name of the District 504 Coordinator preparing the Section 504 Accommodation Plan;

   e. Disabling condition:

      (1) Major life activity impaired;

      (2) Educational impact; and

      (3) Impact on related educational progress.

f. Accommodation (as appropriate):

(1) Physical and learning environment;

(2) Instructional;

(3) Behavioral;

(4) Evaluation;

(5) Medical; and/or

(6) Transportation.

g. Other:

(1) List of individuals participating in the development of the plan, along with their titles and the date(s) of their participation.

(2) Certification by the student's parent that he or she has participated in the development of the plan and provided consent to its implementation.

(3) A waiver of the fifteen days' notice prior to the implementation of the plan by the parent if the plan is to be implemented sooner than the fifteen days.

3. A Section 504 Accommodation Plan should not:

a. Modify the curriculum;

b. Exempt a student from a course or subject required for graduation;

c. Alter the level of expectation for a student's performance;

d. Provide an extended time accommodation only for standardized testing when it is not required as part of the regular program of evaluation;

e. Include any testing accommodations unless authorized by the testing agency; and

f. Assign responsibility for implementing Section 504 accommodations to another student.

4. A Section 504 Accommodation Plan should:

   a. Directly relate to a student's identified needs;

   b. Be specific, measurable, and tailored to meet students' identified needs to allow for consistent implementation;

   c. Be written to incorporate specific symptoms, behavior, or triggers that elicit implementation of the accommodation or service if required only occasionally; and

   d. Clearly state how much extended time is required based upon a student's identified needs, if the Section 504 team determines such an accommodation is appropriate.

5. Students needing medication:

   a. Not all students needing medication administered by school staff will require a Section 504 Accommodation Plan. It is not necessary to qualify a student as having a disability that substantially limits a major life activity under Section 504 in order to provide a service that schools perform for all general education students.

   b. A Section 504 referral with the potential for a subsequent Section 504 Accommodation Plan is appropriate when a student is found to have a disability that substantially limits a major life activity and needs medication administered on a systematic basis to receive equal access to the educational program.

H. Nonacademic/Extracurricular Services - 34 CFR §104.37

1. Nonacademic and Extracurricular Services may include counseling, physical recreational athletics, transportation, health services, recreational activities, special interest groups or school clubs, and/or referrals to agencies which provide assistance to students with disabilities and student employment.

2. The Board and administration will ensure that students with disabilities are not counseled toward more restrictive career objectives than are nondisabled students with similar interests and abilities.

3. The Board will provide to students with disabilities equal opportunity as afforded nondisabled students for participation in physical education courses, athletics, and similar programs and activities.

a. The district may offer students with disabilities physical education and athletic activities that are separate or different from those offered to nondisabled students only if the separation or differentiation is consistent with the requirements of 34 CFR §104.34 and only if no student with a disability is denied the opportunity to compete or to participate.

I. Grievance Procedure - 34 CFR §104.7(b)

1. This grievance procedure shall apply to a student with a disability alleging discrimination under the provisions of Section 504 of the Rehabilitation Act of 1973.

2. The parent who believes his or her child has a valid basis for a grievance under Section 504 shall file an informal complaint in writing with the District 504 Coordinator stating the specific facts of the grievance and the alleged discriminatory act.

3. The District 504 Coordinator will make reasonable efforts to resolve the matter informally by reviewing the grievance with appropriate staff including, but not limited to: the Principal, Child Study Team staff, and/or classroom teacher(s).

4. The District 504 Coordinator will investigate and document the complaint including dates of meetings, dispositions, and date(s) of dispositions. The District 504 Coordinator will provide a written decision to the complainant within seven working days of the written complaint.

5. If the complainant is not satisfied with the District 504 Coordinator's written decision, the complainant may appeal the decision in writing, setting out the circumstances that give rise to the alleged grievance. This written appeal must be filed with the District 504 Coordinator within three working days of the complainant's receipt of the written decision. The written appeal must state the basis for the appeal and the remedy sought by the complainant.

6. The District 504 Coordinator will appoint a qualified hearing officer within seven working days of the receipt of the written appeal. The hearing officer will conduct a hearing within seven working days of receipt of the written appeal. The hearing officer will give the parent a full and fair opportunity to present evidence relevant to the issues raised under the initial grievance. The parent may, at his or her own expense, be assisted or represented by individuals of their choice, including legal counsel. The hearing officer will present a written decision to the District 504 Coordinator and aggrieved individual within seven working days of the hearing.

7. The complainant may file a written appeal to the Board if not satisfied with the hearing officer's decision provided the written appeal is submitted to the Superintendent within three working days of the complainant's receipt of the hearing officer's written decision. The Board may, but is not required to, conduct a Board hearing on the appeal.

8. The complainant may request mediation and due process in accordance with N.J.A.C. 6A:14-2.6 and 2.7 if unsatisfied with the written decision of the Board. If specifically requested by the parent, the aforementioned N.J.A.C. 6A:14-2.6 and 2.7 grievance procedures must be followed.

Adopted: 14 February 2017

2421 CAREER AND TECHNICAL EDUCATION

The Board of Education provides a program(s) of career and technical education. The purpose of the career and technical education program is to develop the academic, vocational, and technical skills of students who elect to enroll in career and technical education programs preparing the students for career preparation, gainful employment, lifelong learning, training supplemental to daily employment, and productive citizenship.

The Board provides a program of career-technical education with students guaranteed the right to apply and, if accepted, to attend a county vocational school. The district will provide county vocational school representatives a reasonable opportunity, during school hours, to present information about the county vocational school program to students in grades six through twelve.

In addition, the district has established local secondary career and technical education programs in accordance with N.J.A.C. 6A:19-3.1. These programs have been approved by the Commissioner of Education pursuant to (N.J.A.C. 6A:8-2.2(b)5).

Admission to the district's career and technical education programs will be open to regularly enrolled students in grades nine through twelve on the basis of their potential for achieving the occupational or other objective of such instruction.

All students participating in career and technical education programs within this district or in shared-time career and technical programs are considered to be regularly enrolled in the schools of this district and are subject to the policies and rules of this Board. No student shall be denied admission or participation in any career and technical education programs due to race, color, creed, religion, national origin, ancestry, age, marital status, sexual orientation, gender, social or economic status, or disability.

N.J.S.A. 18A:35-4.2; 18A:38-15; 18A:54-1.1 et seq.
N.J.A.C. 6A:19-1.1 et seq.

Adopted: 3 June 2009
Adopted: 10 October 2017

R 2421 CAREER TECHNICAL EDUCATION

Regulation Required for Career and Technical Education Programs and Programs of Study

A. Career and Technical Education Instruction

Career and technical education instruction has been designed to prepare students for high-skill, high wage or high demand current or emerging occupations; to prepare students for enrollment in advanced or highly skilled career technical education programs; and to assist students in making informed and meaningful occupational choices; or to achieve any combination of the above objectives.

Career and Technical Education Programs and Programs of Study

Career orientation, family and consumer sciences, and technology education includes instruction:

1. Designed to familiarize individuals with the broad range of occupations for which basic technical or other skills are required and the requisites for careers in such occupations, including employability skills; and

2. On the evolution, utilization, and significance of technology, and its impact on industry.

Structured Learning Experiences (SLE)

Pursuant to N.J.A.C. 6A:19-4 - Career Education and Counseling, interested students may voluntarily select Structured Learning Experiences (SLE) to complement their classroom instruction. All SLE shall adhere to applicable State and Federal child labor laws and other regulations of the Federal and State Departments of Education and Labor.

The structured learning experience:

1. May be either paid or unpaid, depending on the type of activities in which the student is involved;

2. May or may not be sponsored by a school district;

3. May include, but not be limited to: apprenticeships; community service; cooperative education service learning; internships; job shadowing; school-based experiences; vocational student organization activities; volunteer activities; and/or Work Experience Career Exploration Program (WECEP).

The responsibility of the school district is dependent upon the type of SLE in which the student is participating.

1. If the district sponsors the SLE or provides arrangements for a student's SLE, the district shall provide the appropriate student supervision using school district staff and/or contracted services. The district will maintain the student's records reflecting the SLE if the SLE is sponsored by the district. The district shall be responsible for providing other services as required by rule or statute. Supervision of SLE N.J.A.C. 6A:9-13.19 Performance Targets & Core Indicators 6A:19-5.1

2. If the district does not sponsor the SLE, the employer is responsible for supervision of the student on the training site, pursuant to applicable fair labor practices and child labor laws. The district may elect to provide this supervision.

Structured Learning Experience activities are divided into two categories:

1. Hazardous - Some training sites may potentially expose the student to conditions considered hazardous by the Federal or State Departments of Education. Only students who are enrolled in a cooperative education course of study, conducted by an appropriately licensed person, may be placed in a training site considered hazardous. The district will adhere to the Fair Labor Standards Act and all child labor laws when placing students on a training site considered hazardous.

2. Non-Hazardous - Students placed in training sites deemed non-hazardous shall be supervised by the appropriately licensed teacher or other designated district staff member holding the appropriate license/certification.

Special Educational Programs And Services

Career and Technical education for academically or economically limited students or students with disabilities shall include special educational programs and services designed to enable them to achieve the vocational-technical education program's objectives. Vocational-technical education for students with disabilities shall be provided in accordance with the student's Individualized Education Program (IEP). Pursuant to N.J.A.C. 6A:14-4.7, vocational personnel from the shared-time vocational school district shall participate in the IEP decisions. (Must include "Students with Specialized Needs" and the addition of 6A:15 Bilingual Education as another population requiring mention in revised board policy).

Funds available for Career and Technical education for academically or economically limited students or for students with disabilities may not be used to provide food, lodging, medical, and dental services unless directly related to the provision of vocational instruction. However, the district conducting vocational programs shall encourage the provision of such services through arrangements with other agencies.

When certain academically or economically limited students or students with disabilities cannot benefit from regular vocational-technical education programs to any extent, even with the provisions of supplementary special educational services, then they shall be provided with special programs of career and technical education which meet the standards and requirements of regular career and technical education programs and which in addition, shall include such special instructional devices and techniques and such supplementary special educational services as are necessary to enable those students to achieve their career objectives.

Career and technical education programs and services for academically or economically limited students or students with disabilities shall be planned, developed, established, and administered in cooperation with other public or private agencies, organizations, and institutions having responsibility for the education of academically or economically limited students or individuals with disabilities in the area or community served by such programs or services. They may include community agencies, vocational rehabilitation agencies, special education divisions or offices of State agencies, district Boards of Education, and other agencies, organizations and public or private institutions concerned with the problems of academically or economically limited individuals or individuals with disabilities.

B. Content Standards For Career & Technical Instruction

The content of career & technical instruction shall be developed and conducted in accordance with the following standards to assure soundness and quality:

1. The program of instruction shall reflect contemporary industry-endorsed skill standards and knowledge required to master the occupational competencies;

2. The program of instruction shall be developed and conducted in consultation with employers and other individuals or groups of individuals (such as local advisory committees) having skills in and substantive knowledge of the occupations or the occupational programs included in the instruction;

3. The program of instruction shall be sufficiently extensive in duration and intensive within a scheduled unit of time to enable the student to master the occupational competencies;

4. The program of instruction shall combine and coordinate classroom instruction with field, shop, laboratory, structured learning experience, apprenticeship, or other experiences that are appropriate to the competencies of the career clusters; and

5. The program of instruction will be supervised, directed, or coordinated by persons meeting teacher preparation and licensing requirements of N.J.A.C. 6A:9 - Professional Licensure and Standards when the program is offered at the secondary level.

C. Organizations

The program of instruction may include activities of CTSO, pursuant to N.J.A.C. 6A:19-6.10, which are an integral part of the career and technical education instruction offered.

D. Employment Placement Standards (This is now embedded in NJAC not separate requirements)

The Commissioner of Education shall establish and notify the district of annual minimum employment placement standards for students enrolled in career and technical education programs and the districts shall be responsible for meeting minimum job placement standards for career and technical education students.

The district shall report employment placement rates of career and technical education students to the Department of Education on forms provided by the Department of Education.

Career and technical education students in the following categories will be considered for employment placements:

1. Career and technical education who have been placed full-time in the occupation or related field in which they were trained;

2. Career and technical students who have passed occupational competency tests for entry level employment skills and have entered the military service;

3. Career and technical education students entering full-time postsecondary education in the program area or related field in which they were trained;

4. Special needs students who have met alternative assessments for occupational competencies or individualized education program (IEP) assessments established by the district;

5. Career and technical education students who are employed a minimum of twenty hours per week in the occupation or related field in which they were trained and who are enrolled in postsecondary education for a minimum of twelve credit hours per academic year in the program area or related field in which they were trained; and

6. Career and technical education students who are employed part-time an average of twenty hours per week or more in the occupation or related field in which they were trained.

Career and technical education students not considered for placements include:

1. Career and technical education students who are unemployed;

2. Career and technical education students who work fewer than twenty hours per week; and

3. Career and technical education students who are employed in an occupation or field not related to their training.

All other students shall not be included in calculations for job placements.

If the district reports placement rates below the established employment placement standards for two consecutive years, the district shall be required to submit a two-year program improvement plan to overcome program deficiencies.

1. Occupational competency assessment data shall be included in the development of the program improvement plan.

2. The program improvement plan shall be submitted within ninety days following written notification by the Commissioner, or his or her designee, that such a plan is required.

3. Prior to the submission of the program improvement plan to the Commissioner, the plan shall be approved by the Board and submitted to the County Superintendent for review and approval.

4. The County Superintendent shall periodically review the progress of the district in meeting the objectives and in implementing the program improvement plan.

5. The district shall have two years following approval of the plan by the Commissioner to complete remediation and to overcome program deficiencies.

In preparing the program improvement plan, the district shall review its programs based upon factors including, but not limited to, vocational-technical student mastery of occupational competencies, inappropriate or inadequate training, student recruitment, placement deficiencies, market sensitivity, and program cost effectiveness. Other indicators which might influence job placement include, but are not limited to, inadequate pay scales, economic trends and fluctuations in transportation difficulties, and existing and unanticipated local or regional occupational supply and demand.

If the district fails to implement the program improvement plan or fails to overcome program deficiencies for meeting minimum employment placement standards within two years of approval of the plan by the Commissioner of Education, the County Superintendent, in consultation with the Director of the Office of School-to-Career and College Initiatives, may recommend that the Commissioner issue an order requiring the district to show cause as to why the program should not be discontinued.

E. Local Applications For Funds

The district may participate in grant programs pursuant to N.J.A.C. 6A:8-2.2 by applying for such funds to the New Jersey Department of Education on forms provided by the Department of Education.

F. Career Technical and Education Program of Study Course Approval

The standards contained in N.J.A.C. 6A:8-2 - The New Jersey Student Learning Standards are adopted by the New Jersey Department of Education as program approval standards for career and technical education programs and courses.

G. Safety and Health Program/Reporting Accidents

The district shall organize, adopt and implement a vocational-technical education safety and health program in accordance with N.J.A.C. 6A:19-6.1 et seq. A copy of the program, indicating the district's adoption and approval of such program, shall be retained on file and made available, upon request, to the Department of Education. The Director of Maintenance is designated to implement the approved safety and health program. Must be readopted every 2 years.

1. The safety and health program shall contain, as a minimum, the following:

   a. Objectives of the safety and health program;

   b. A safety and health hazard analysis for each vocational course and/or program in operation;

   c. A statement of the general policies for the safe and healthy operation of all vocational courses;

   d. Specific statements of practices and precautions required for safe and healthy operation within each separate course;

   e. A plan and procedures for periodic inspections and maintenance of facilities, tools, machines, equipment, personal protective devices, hazardous substances, and for the elimination of potential or identified hazards;

   f. Emergency procedures to be followed in the event of an accident involving a student, teacher, or any other individual;

   g. Methods to be used for each vocational course to provide safety and health education to students including methods for incorporating the results of the hazard analysis;

   h. Procedures and methods to be used to document and assess students' knowledge of practices and procedures;

   i. A system, which may include disciplinary action, to ensure that students comply with safe and healthy practices; and

   j. Procedures for safe practices to prevent injury and to ensure that all new vocational-technical education staff and students receive appropriate initial safety and health program training prior to working or participating in any vocational course or program.

Reporting Incidents 6A:19-6.6

Accidents involving vocational-technical education students, staff, or others shall be reported to the Commissioner of Education on the accident reporting form supplied by the Department of Education within five working days of the occurrence. Procedures to investigate all reportable incidents 6A:19-7.5. A reportable accident is any accident which requires treatment by a licensed medical doctor that occurs in a vocational-technical education program, either on the school premises or at an approved off-premises training site including a cooperative work training site and travel to and from that off-premises training site.

Districts must investigate & implement corrective action.

The medical inspector shall report immediately to the Principal of any school in the district regarding any student whose physical condition may impair the student's safety or health while enrolled in vocational-technical education, or which may prevent the student from obtaining regular employment.

H. Securing Machines and Equipment

All mechanical and electrical equipment used in vocational-technical education courses shall have guards or other protective devices that meet the Department of Education safety standards.

All machines shall be so constructed, installed, and maintained as to be free from excessive vibration. Arbors and mandrels shall be so constructed, installed, and maintained as to have firm and secure bearing and be free from play. Machines and equipment requiring the presence of an operator shall not be left unattended while in operation or still in motion. An electrical power control shall be provided on each machine to make it possible for the operator to cut off the power without leaving the operating position.

A magnetic-type switch shall be provided on all nonportable motorized equipment and machinery to prevent machines from automatically restarting upon restoration of power after an electrical failure or electric cutoff. Power controls and operating controls shall be located within easy reach of the operator while the operator is at the regular work location, thereby making it unnecessary to reach over the point of operation to make adjustments.

Each machine operated by electrical power shall be provided with positive means for rendering it inoperative while repairs or tool changes are being made.

Push-type emergency cutout switches shall be provided at appropriate locations within shops to de-energize the electrical supply to nonportable machinery in accordance with N.J.A.C. 6A:26-6.3(f). Power tools and machines in shops which generate dust shall be provided with dust collecting equipment in accordance with N.J.A.C. 6A:26-6.3(a)5.

I. Storage of Flammable and Combustible Materials

Flammable and combustible liquids shall be stored in accordance with N.J.A.C. 6A:19-10.5 et seq.

J. Use and Disposal of Hazardous Substances

Hazardous substances shall be stored, handled, and used in accordance with the requirements of N.J.A.C. 6A:19-10.6 et seq.

K. Foundry Operations

Individuals engaged in the melting of metal to be cast or the pouring of molten metals shall be protected by wearing protective clothing as required in N.J.A.C. 6A:19-10.7(a). Crucible shanks used for pouring molten metal from the crucible shall be equipped with a safety lock designed to prevent the crucible from dropping or slipping out of the shank while the molten metal is being poured or transported.

L. Protection of School Staff

Individuals using hand and power tools who are exposed to hazards of falling, flying, abrasive, and splashing materials or harmful dusts, fumes, mists, vapors, or gases will be provided with the particular personal protective equipment necessary to protect them from potential hazards.

M. Miscellaneous

1. The proceeds from the sale or resale of any articles, materials, or services produced in the various classes and shops maintained under a vocational program in the district shall be accounted for and credited to the vocational account of that district.

2. Separate accounts of all local, State and Federal funds used for vocational-technical education shall be maintained.

3. School districts operating shared-time and full-time vocational-technical education classes shall maintain an approved medical inspection service for applicants for admission to such schools and classes.

4. The medical inspector shall report immediately to the Principal of any school in the district regarding any student whose physical condition may impair the student's safety or health while enrolled in vocational-technical education, or which may prevent the student from obtaining regular employment.

2422 **HEALTH AND PHYSICAL EDUCATION**

The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Department of Education Core Curriculum Content Standards (CCCS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The primary focus of the CCCS is the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The mission of the CCCS for comprehensive health and physical education is knowledge of health and physical education concepts and skills to empower students to assume lifelong responsibility to develop physical, social, and emotional wellness.

The CCCS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools. The following statutes incorporated into the CCCS include, but are not limited to, the following requirements:

1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in New Jersey. Instruction shall be adapted to the understanding of students at different grade levels.

2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination. The Board of Education shall operate an educational program for students in grades seven through twelve with instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the CCCS in Comprehensive Health and Physical Education and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs. The school district is encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, the school district shall: (1) provide training on the school district's Harassment, Intimidation, or Bullying Policy to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's Harassment, Intimidation, or Bullying Policy with students. Information regarding the school district Policy against harassment, intimidation, or bullying shall be incorporated into the school's employee training program.

4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness. The Commissioner of Education, in consultation with the State school Boards, shall develop a cancer awareness program appropriate for school-aged children.

5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve. The school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the CCCS in Comprehensive Health and Physical Education for students in grades seven through twelve. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

6. Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse. The Board of Education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school students. The instruction shall enable students to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

7. Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students. A Board of Education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the CCCS in Comprehensive Health and Physical Education and the comprehensive health and physical education curriculum framework shall provide the school district with sample materials that may be used to support implementation of the instructional requirement.

8. Health, Safety, and Physical Education (N.J.S.A. 18A:35) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week. Every student, except Kindergarten students, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades. The conduct and attainment of the students shall be marked as in other courses or subjects, and the standing of the student in connection therewith shall form a part of the

requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours each school week, or proportionately less when holidays fall within the week.

9. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in Section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in the public school and in each grade from Kindergarten through grade twelve in a manner adapted to the age and understanding of the students. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve. The goals of the instruction shall be to:

    a. Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.

    b. Fully address myths and misunderstandings regarding organ and tissue donation.

    c. Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.

d. Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to Section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades nine through twelve, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in N.J.S.A. 18A:7F-4.3 shall be construed to require such schools to use the materials.

12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the students and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

13. Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

14. Suicide Prevention (N.J.S.A. 18A:6-111) requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the CCCS in Comprehensive Health and Physical Education.

15. Cardiopulmonary Resuscitation (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires instruction in the use of automated external defibrillator for students. Instruction shall be provided in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student in a public school that includes grades nine through twelve prior to graduation as part of the district's implementation of the CCCS in Comprehensive Health and Physical Education. The instruction provided shall be modeled from an instructional program established by the American Heart Association, American Red Cross, or other nationally recognized association and shall include a hands-on learning component.

16. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education curriculum any other requirements of the New Jersey Department of Education's CCCS in Comprehensive Health and Physical Education.

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

A copy of the CCCS for Comprehensive Health and Physical Education and all related curriculum/course guides and instructional material shall be available for public inspection in each school.

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2423 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 English Language Learners (ELLs) as required by law and rules of the State Board of Education. ELLs are those students whose native language is other than English and who have varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability pursuant to N.J.S.A. 18:35-15 to 26.

Identification of ELLs

The Board will conduct a screening process to determine the native language of each ELL at the time of enrollment in the school district. A census shall be maintained of all identified 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 including their performance on standardized tests in English, and a review of the input of teaching staff members responsible for the educational program for ELLs.

Program Implementation

The district shall provide the following program:

1. An English language services program to improve the English language proficiency of ELLs whenever there are at least one but fewer than ten ELLs enrolled in the district. English language services shall be provided in addition to the regular school program;

2. An ESL program that provides at least one period of ESL instruction based on student proficiency whenever there are ten or more ELLs enrolled in the school district; and

3. A bilingual education program whenever there are twenty or more ELLs in any one language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. Where the age range, grade span, and/or geographical location of eligible students makes a full-time bilingual program impractical, the Board may annually offer instructional program an. alternative, provided 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 outlines in N.J.A.C. 6A:15-1.9. Every student participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.

Bilingual English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

Students enrolled in a bilingual, ESL, or English languages services program shall be assessed annually using 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. ELLs enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated to function successfully in the English-only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a New Jersey Department of Education established standard on the English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum: 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.

In accordance with provisions of N.J.S.A. 18A:35-22.1, a parent 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, the parent 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 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 may appeal the Executive County Superintendent's decision to the Commissioner of Education.

Newly exited students who are not progressing in the main stream English program may be considered for re-enter 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 review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the student's parent shall be informed by mail of the placement determination. A parent or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Superintendent of Schools, who will provide a written explanation for the decision within seven working days. The complainant may appeal this decision in writing to the Board within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's

receipt of the parent's written appeal to the Board. A complainant not satisfied with the Board's determination of the appeal may appeal to the Commissioner of Education.

Parental Involvement

The parent of ELLs 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 and in the language in which the parent(s) possesses a primary speaking ability, and in English. The notice must also include a statement that the parents have the option of declining their child's enrollment in a bilingual program, and shall be given an opportunity to do so if they choose.

The district will notify the parent of the ELLs by mail within thirty days of the child's identification.

Parent(s) shall receive progress reports of students enrolled in bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are those sent to parents or legal guardians of other students enrolled in the district.

The Superintendent or designee will provide for the maximum practical involvement of parent(s) of ELLs in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs. A school district that implements a bilingual education program shall establish a parent advisory committee on bilingual education of which the majority membership will be parent of ELLs.

Graduation

ELLs will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy 5460.

Program Plan

The Superintendent shall prepare and submit a plan for a bilingual ESL, or English language services program every three years for approval 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.S.A. 18A:35-15 through 18A:35-25 et seq.
N.J.A.C. 6A:15-1.1 et seq.

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R 2423 BILINGUAL AND ESL EDUCATION

A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all courses or subjects that a student is required by law or rule to receive are given in the native language of English language learners (ELLs) enrolled in the program and also in English; in the aural comprehension, speaking, reading and writing of English, and in the history and culture of the country, territory, or geographic area that is the native land of the parents of ELLs enrolled in the program, and in the history and culture of the United States.

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

3. "Bilingual resource program" means an alternative program in which students receive daily instruction from a certified bilingual teacher in identified subjects and with specified assignments on an individual 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 that provide structured English language instruction and instruction in a second language in all content areas for ELLs and native English speaking students enrolled in the program.

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

7. "English as a second language (ESL) program" means a daily development second language program of at least one period 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 development standards" means the 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies ELLs in preschool 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. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at http://www.wida.us/standards/eld.aspx.

9. "English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.

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

11. "English language services" means services designed to improve the English language skills of ELLs. These services, provided in school districts with less than ten ELLs, are in addition to the regular school program and are designed to develop aural comprehension, speaking, reading and writing skills in English.

12. "Exit criteria" means the criteria that 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. "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.

16. "Parent(s)" for the purposes of Policy and Regulation 2423 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. When 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.

17. "Review process" means the process established by the Board of Education to assess ELLs for exit from a bilingual, ESL, or English language services program.

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

B. Identification of Eligible English Language Learners (ELLs)

1. The Supervisor of Bilingual/ESL will determine the native language of each ELL at the time of enrollment of the student in the school district. The Supervisor of Bilingual/ESL will:

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

   b. Develop a screening process, initiated by a home-language survey, to 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 students who are proficient English speakers and need no further testing.

2. The district shall determine the English language proficiency of all students from Kindergarten to grade twelve, who are not screened out and whose native language is other than English by administering 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 ELLs.

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 shall be considered ELLs. The Supervisor of Bilingual/ESL 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 English Language Learners (ELLs)

1. All Kindergarten through grade twelve ELLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 will be provided with all required courses and support services outlined in a. through g. below to prepare ELLs 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 ELLs. The district shall also provide appropriate instructional programs to eligible pre-school ELLs based on need according to the New Jersey Preschool Program Implementation Guidelines, 2015. The guidelines provide developmentally appropriate recommendations for good practice and are intended for school districts that provide preschool programs.

   a. The Board of Education shall establish English language services designed to improve the English language proficiency of ELLs whenever there are at least one, but fewer than ten ELLs enrolled in the school district. English language services shall be provided in addition to the regular school program.

   b. The Board of Education shall establish an ESL program that provides at least one periods of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled in the district.

      (1) An ESL curriculum that addresses the WIDA English language development standards shall be developed and adopted by the Board to address the instructional needs of ELLs.

      (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 taught.

   c. The Board of Education shall establish a bilingual education program whenever there are twenty or more ELLs in any one language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. The bilingual education program shall:

(1) Be designed to prepare ELLs to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All ELLs participating in the bilingual programs shall also receive ESL instruction;

(2) Include a curriculum that addresses the Core Curriculum Content Standards, the WIDA English language development 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 school district.

d. ELLs shall be provided with 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. The instructional opportunities shall be designed to assist ELLs to fully comprehend all subject matter and demonstrate their mastery of the content matter.

e. The Board of Education shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable ELLs 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, the Board shall develop plans in consultation with and approved by the New Jersey Department of Education to meet the needs of the students.

f. The Board of Education shall design additional programs and services to meet the special needs of eligible ELLs 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 of Education may establish dual language bilingual education programs in its schools and may make provisions for the coordination of instruction and services with the school district's world languages program. Dual-language bilingual education programs 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. To the extent necessary, instruction shall be in all courses or subjects of study that allow

students to meet all grade promotion and graduation standards. Where possible, classes in dual-language bilingual programs shall be comprised of approximately equal numbers of ELLs and of students whose native language is English.

2. The Board of Education may establish a program in bilingual education for any language classification with fewer than twenty students.

D. Waiver Process Provided by Statute

The school district may request a waiver from N.J.A.C. 6A:15-1.4(d) to establish annually an instructional program alternative with the approval of the Department of Education when there are twenty or more students eligible for bilingual education program in Kindergarten through grade twelve, and the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to age range, grade span and/or geographic location of eligible students.

1. Instructional program alternative 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 ELLs to develop sufficient English skills and subject matter skills to meet the Core Curriculum Content Standards.

2. The instructional program alternatives that shall be established include, but not limited to: the bilingual part-time component; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; the 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. Each school district providing a bilingual program, ESL program, and/or English Language Services shall submit a plan every three years to the New Jersey Department of Education for approval. At its discretion, the Department of Education may request modifications, as appropriate. Plans submitted by the school districts for approval shall include information on the following:

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 or English language services.

2. The Department of Education will establish procedures for monitoring and evaluation of school district bilingual/ESL programs by means of its district and school accountability process.

F. Supportive Services

1. Students enrolled in bilingual, ESL and/or English language services programs shall have full access to educational services available to other students in the school district.

2. To the extent that it is administratively feasible supportive services to ELLs, 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 the ELLs students and their parents.

G. In-service Training

1. A plan shall be developed for in-service training for bilingual, ESL and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall include instructional strategies and appropriate assessments to help ELLs meet the Core Curriculum Content Standards and the WIDA English language development standards. All ESL and bilingual teachers shall receive training in the use of the ESL curriculum

2. The Professional Development Plan of the school district shall include the needs of bilingual and ESL teachers, which 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 pursuant to N.J.S.A. 18A:6-38 et. seq. and 18A:35-15 to 26.

2. ESL Classes - a valid New Jersey instructional certificate in ESL pursuant to N.J.S.A. 18A:6-38 et.seq. and N.J.A.C. 6A:9B-10.5.

3. English Language Services - a valid New Jersey instructional certificate.

I. Bilingual, English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit and Re-entry

1. All ELLs from Kindergarten through grade twelve shall be enrolled in the bilingual, ESL or English language services program established by the Board of Education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.

2. Students enrolled in three bilingual, ESL, or English language services program shall be assessed annually using with a Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness or exiting the program.

3. ELLs enrolled in the bilingual, ESL or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program 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. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum: 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.

4. A parent 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. Newly exited students who are not progressing in the mainstream English program may be considered for re-entry into 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 may recommend retesting with the approval of the Principal.

   b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon the request of the Superintendent if the student is experiencing extreme difficulty in adjusting to the mainstream program.

   c. The recommendation for retesting shall 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 reenrolled in the bilingual or ESL program.

6. When the review process for exiting a student from a bilingual, ESL or English language services program has been completed, the district shall notify by mail the student's parent of placement determination. If the parent or teaching staff member disagrees with the placement he/she may appeal the placement decision in writing to the Superintendent of Schools, who will provide a written explanation for the decision within seven working days of the written appeal. The complainant may appeal the Superintendent's decision in writing to the Board of Education within seven calendar days of receiving the Superintendent's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's receipt of the parent's written appeal to the Board. 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 English Language Learners

All ELLs 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 within the regular school buildings of the school district pursuant to N.J.S.A. 18A:35-20.

L. Notification

1. The Supervisor of Bilingual/ESL will notify by mail the parent of ELLs that their child has been identified as eligible for enrollment in a bilingual, ESL and/or English language service program. The district shall issue the notification within thirty days of the child's identification. Notice shall include a statement that the parents may decline their child's enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose. The notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English, and shall include the following information:

   a. Why the student the student was identified as an ELL;

   b. Why the student needs to be placed in a language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards;

   c. The student's level of English proficiency, how the level of English proficiency was assessed, and the student's academic level;

   d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;

   e. How the program will meet the student's specific needs in attaining English and meeting State standards;

   f. The program's exit requirements, the expected rate of transition into a classroom not tailored for ELLs, and in the case of high school students, the expected rate of graduation; and

   g. How the instructional program will meet the objectives of the individualized education program of a student with a disability;

2. The school district shall send progress reports parent of students enrolled in a bilingual, ESL, or English language services program in the same manner and frequency as progress reports are sent to parent of other students enrolled in the school district.

3. Progress reports shall be written in English and in the native language of the parent of students enrolled in the bilingual and ESL program unless the school district can demonstrate and document in the three-year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the district.

4. The school district shall notify the parent when a student meet the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possess a primary speaking ability.

M. Joint Programs

With the approval of the Executive County Superintendent of Schools, on a case by case basis, a school district may join with another Board of Education to provide bilingual, ESL or English language services programs.

N. Parental Involvement

1. The Supervisor of Bilingual/ESL will provide the maximum practicable involvement of parent of ELLs in the development and review of program objectives and dissemination of information to and from the district Board of Education and communities served by the bilingual, ESL or English language services education program.

2. The Supervisor of Bilingual/ESL may establish a parent advisory committee on bilingual education on which the majority will be parents or legal guardians of ELLs.

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~~PROGRAM - POLICY~~
~~2425/page 1 of 1~~
~~Physical Education~~

ABOLISHED AS OF MARCH 2016

~~2425 PHYSICAL EDUCATION~~ - See Policy 2422

~~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.~~

~~N.J.S.A. 18A:35-5~~

~~Adopted: 3 June 2009~~
Adopted: 18 April 2017

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: 3 June 2009
Adopted: 14 September 2010

2430 **EXTRA-CURRICULAR ACTIVITIES**

The Board believes that the educational goals and objectives of the district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom program.

The purpose of extracurricular activities shall be:

1. To develop useful new capabilities in students that can lead to extension of career opportunities;

2. To develop student initiative and provide for the exercise of responsibility;

3. To develop leadership capabilities and good organizational skills;

4. To aid students in the social skills; and

5. To enable students to experience a wider range of individual interests than might be available in the regular program.

For purposes of this policy, "extracurricular activities" shall be those activities which are sponsored or approved by the Board but are not offered for credit toward graduation. Such activities shall generally be conducted outside the regular school day, available to students who voluntarily elect to participate, marked by student participation in the processes of initiation, planning, organizing, and execution and shall ordinarily include band, clubs, dramatic or musical presentations, and intramural and interscholastic sports.

Equal access to school facilities shall be granted to all activities that meet this definition.

The Superintendent shall prepare procedures to implement an extracurricular program which shall:

1. Assess the needs and interests of the students of this district;

2. Ensure the provision of competent guidance and supervision by staff;

3. Guard against the exploitation of students;

4. Provide for a variety of experiences and a diversity of organizational models;

5. Provide for the continuing evaluation of the extracurricular program and staff; and

6. Ensure that all extracurricular activities are open to all eligible students and that all students are fully informed of the opportunities open to them.

The guidance goal for each student shall be a balanced program of appropriate academic studies and activities to be determined by the school, the parent(s) and the student. Guidance is necessary to encourage nonparticipants, and to prevent the overenthusiastic from emphasizing activities at the cost of their academic performance.

Only persons in the employ of the Board of Education shall be permitted to organize district students during school time or during any recess in the school day for purposes of instruction or coaching or for conducting games, events, or contests in physical education or athletics.

No 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. Fund-raising activities of extracurricular groups must be approved by the Board.

All students in good disciplinary and academic standing shall have equal access to all extracurricular activities regardless of race, color, creed, religion, sex, national origin, ancestry, social or economic status, or nonapplicable handicap.

Good Disciplinary Standing

Good disciplinary standing shall mean that a student is not eligible to participate while serving a detention or suspension. Students who consistently serve detentions or suspensions may be found not eligible to participate the following term.

1. When a student already participating in an extracurricular activity is reported for an infraction of the rules for student conduct, the Principal shall appoint a staff committee to consider whether the student shall be removed from any or all extracurricular activities.

2. If a student was in bad disciplinary standing the previous term, the Principal shall refer the matter to a staff committee to determine whether the student shall be permitted to participate during the current term.

Good Academic Standing

Good academic standing at the beginning of the school year for all grades, seven through twelve, means successful completion of the previous semester's requirements, with no failures. The Superintendent will develop a standard of eligibility for a student to meet in order to participate.

Attendance

The district's attendance policy shall also apply.

Implementation

The Superintendent shall direct development of detailed regulations to ensure equitable implementation of this policy. Particular care shall be taken to ensure that all extracurricular programs and their operation comply with district affirmative action requirements. Participation in academically related coaching or tutoring groups may be exempt from the eligibility requirement at the Superintendent's discretion.

When activities are scheduled which will keep students out of their homes past the curfew hour, the faculty adviser is responsible for fulfilling the requirements of Ordinance No. 6 of 1980.

Academic Standards

The East Orange School District will require all students to have met all the eligibility requirements of the New Jersey Interscholastic Athletic Association (NJSIAA) and the East Orange Board of Education requirement of an overall "C" average to participate in athletic and extracurricular activities.

Any students who have not earned an overall "C" in the preceding semester may participate in athletic and extracurricular activities for a maximum of two consecutive marking periods but must participate in the District's mandatory academic tutorial program. Students who have not earned an overall "C" average by the beginning of the third marking period are ineligible to participate in any athletic or extracurricular activities during the current semester.

All students will be expected to have successfully completed academic courses amounting to the normal progression expected of students toward meeting minimum State academic requirements for graduation (State minimum). In other words, a student entering his/her second semester of freshman year will be expected to have successfully completed one-eighth of the State minimum. Thereafter, as a student progresses through his/her secondary career, he/she will be expected to have completed satisfactorily one-eighth of the State minimum for each semester of attendance in a secondary school (e.g. twenty-five percent of the State minimum entering his/her third year and seventy-five percent of the State minimum upon entering his/her fourth year of secondary school).

It must be emphasized that these academic standards are minimal requirements.

1. According to regulations of the New Jersey State Board of Education, credits must be assigned equally to all secondary school courses. Thus, courses which at one time were considered "minor" e.g., physical education, art, music, industrial arts, etc., must be included in the determination of academic credits.

2. It is recognized that students may accelerate their academic programs during their first three years of secondary schooling. Consequently, such students may be eligible in the second semester of their senior year even when they carry less than 12 1/2 % of the State minimum during the first semester provided they are meeting their school district's graduation requirements and are passing all courses in which they are enrolled.

3. Schools will not be permitted to "average" academic achievement for students so as to allow them to be eligible even though they have not accumulated the requisite proportion of the State minimum according to their semester of attendance (e.g., a school may not allow a student who failed two courses in his/her first semester because he/she received an "A" in the remaining courses, so as to constitute an average of "C" or above for all courses).

4. If a student is to be graduated in June, has left school, but has re-enrolled, he/she will be eligible thirty calendar days from the date of re-enrollment. However, the student must meet requirements as delineated in the local attendance policy.

5. If a student has continued enrollment while absent from school, he/she will be eligible provided he/she is enrolled in and attends at least one course.

6. An athlete, whose education is interrupted after his/her entrance into the ninth grade and who does not pass the required courses at the end of the semester, upon being readmitted at the beginning of the next semester, is ineligible for failure to meet the requirements of this section.

7. An athlete who is ineligible under Section 6 of this policy may become eligible for the remainder of the winter sports season on February 1 if he/she meets the requirements as described in the opening paragraph of this policy.

8. Any summer work for make-up purposes, completed and approved by school before the sixth school day, in the semester starting September, may be used for eligibility purposes.

Extracurricular Activities: Curfew Ordinance

Ordinance No. 6 of 1980 is an ordinance regulating the presence and conduct of minors on streets and other public places; defining duties of parent(s) or others in care of minors; providing for detention and penalties for violators thereof. Specific sections have been excerpted for your information.

Section 3. Curfew for Minors - It shall be unlawful for any minor to remain, idle, wander, stroll, or play in any public place either on foot or to cruise about without a set destination in any vehicle in, about, or upon any place in the city between the hours of ten o'clock p.m. and six o'clock a.m., Sunday through Thursday and between the hours of twelve o'clock a.m. and six o'clock a.m., Friday through Saturday unless accompanied by a parent(s), custodian, or other adult person having custody or control of such minor or unless the minor is on an emergency errand or specific business or activity directed or permitted by his/her parent(s) or other adult person having custody of such minor or is connected with or required by some legitimate employment, trade, profession, or occupation.

Section 6. Special Functions - Any minor attending a special function or entertainment of any church, school, club, or other organization that requires such minor to be out at a later hour than that called for in Section 3 above, shall be exempt...provided the church, school, club, or other organization shall register in advance with the chief of police or his/her designee to have the minors stay out to this late hour.

The registrant shall state the time the function or entertainment shall end, and the minors who attend the function shall be required to be in their homes or usual places of adobe within one-half hour after the function has ended.

Section 9. Penalties - Any minor violating the provisions of this ordinance shall be dealt with in accordance with the Juvenile Court law and procedure. Any parent(s), or other adult person having the care and custody of a minor violating this Ordinance shall, after having been previously notified under Section 8 of this Ordinance (procedures), be fined not more than $50.00 for each offense.

39 U.S.C.A. 1701 et seq.
N.J.S.A. 18A:11-3; 18A:42-2; 18A:42-5

Adopted: 6 May 2010
Adopted: 10 October 2017

R 2430 **EXTRACURRICULAR ACTIVITIES**

A. Definition

"Extracurricular activities" means activities conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board of Education; "extracurricular activities" also includes the student clubs, associations, and organizations that conduct those activities. "Extracurricular activities" does not include athletic competitions or practices or athletic teams or organizations.

B. Recognition

1. All extracurricular activities must be approved by the Board. An organization of students or an activity conducted by and for students becomes an extracurricular activity only when it has been duly approved by the Board.

2. All clubs must have a minimum membership of ten (10) students to remain operational. If a club fails to achieve and/or sustain ten (10) members by December 15th, it will be discontinued immediately.

3. All club advisors are expected to abide by the guidelines and procedures outlined in the Club Advisors' Handbook to receive full stipend payment.

4. The Board will approve annually and maintain a list of approved extracurricular activities, which will be distributed to Principals. The list will include:

   a. Those extracurricular activities that have been in operation and have been found to address satisfactorily a continuing need,

   b. Newly approved extracurricular 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.

5. A new extracurricular activity may be initiated in accordance with the following procedures:

   a. A written proposal for the new activity must be submitted to the Building Principal. The proposal will include;

(1) The name and purpose of the proposed activity and the date of the request,

(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 extracurricular 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) At least ten students have expressed an intention to participate in the activity;

(4) 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;

(5) The proposed use of school facilities does not interfere with the instructional program or the conduct of established extracurricular activities; and

(6) The proposed activity will be properly supervised.

C. Student Participation

1. The program of extracurricular 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 extracurricular 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 extracurricular activities by reason of poor attendance or poor academic performance, his/her teacher will so inform the 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.

D. Supervision

1. Each extracurricular 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 extracurricular advisors.

3. Extracurricular 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 extracurricular advisor shall:

a. Meet regularly and promptly with participating students at the assigned time and place of the activity and ensure an orderly environment appropriate to the purpose of the activity;

b. The first meeting of the club must take place prior to October 31st.

c. 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;

d. Encourage participating students to take appropriate responsibility for the conduct and leadership of the activity;

e. Prepare and submit to the Building Principal a calendar of activities for the school year;

f. Prepare and maintain a membership list of participating students, keep an attendance record, and submit the membership list to the Building Principal by October 31st;

g. Submit attendance sign-in sheets, updated club rosters, agendas, and meeting minutes for every meeting to the Building Principal by the 30th of each month;

h. Ascertain that each participating student is involved in the activity to the extent commensurate with his/her interests and abilities;

i. Report periodically or as required to the Building Principal on the conduct and/or achievements of the activity;

j. Take all reasonable and necessary steps to safeguard the health and safety of participating students, including the prohibition of hazing and similar initiation rites;

k. Ensure the proper accounting and deposit of any funds raised or collected by the activity, in accordance with Policy No. 6660; and

l. Cooperate with the Principal in a year-end evaluation of the activity.

5. Each club advisor shall be responsible for submitting the Certification of Club Attendance form (via Google Docs) to the Division of Labor Relations and Employment Services by the 5th of the month for the previous month's meetings. The building principal or designee shall be responsible collecting the sign-in sheets for each club by the5th of each month for the previous meetings and maintaining them in a secure location within the building. Said sign in sheets must be available to the Division of Labor Relations and Employment Services upon request.

6. 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 Building Principal and for the use of the facility from the Building Principal;

   b. Provide publicity and advertising information to the Building Principal at least ten working days 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 Building 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.

7. 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 extracurricular 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 extracurricular events that involve a significant degree of student planning and preparation such as plays, concerts, and dances.

E. Evaluation

1. An evaluation of each extracurricular 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 Building Principal will conduct an annual evaluation of the overall program of extracurricular 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 extracurricular activities shall be recorded in his/her 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 extracurricular activities will be maintained by the Building Principal 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 extracurricular 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.

Issued: 6 May 2009
Issued: 12 May 2015
Issued: 10 October 2017

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, programs of athletic competition includes all activities relating to competitive sports contests, games, practices, scrimmages, and events or sports exhibitions involving individual students or teams of students when such events occur within or between 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.

Eligibility Standards

A student who wishes to participate in a program of athletic competition must submit, on a form provided by the district, the signed consent of his/her parent. The consent of the parent of a student who wishes to participate in a program of athletic competition athletics will include an acknowledgment of the physical hazards that may be encountered in the activity.

Student participation in a program of athletic competition shall be governed by the following eligibility standards:

For School Districts with High School Students

1. To be eligible for participation in the interscholastic athletic program of a New Jersey State Interscholastic Athletic Association (NJSIAA) member schools all high school students must meet, at a minimum, all the eligibility requirements of the Constitution, Bylaws, and Rules and Regulations of the NJSIAA.

   Home schooled children are eligible to participate in the high school interscholastic athletic program of this district only if the school district, the parent/guardian, and the home schooled child comply with the Guidelines, Constitution, Bylaws, Rules and Regulations of NJSIAA, and the policies and regulations of the Board of Education.

2. A student in any grade who fails to observe school rules for student conduct may forfeit his/her eligibility for participation in school district sponsored athletic/sports program.

3. A student in any grade must maintain a satisfactory record of attendance to be eligible for participation in school district sponsored programs of athletic competition. An attendance record is unsatisfactory if the number of unexcused absences exceed 9 school days in the marking period, prior to the student commencing participation in school district sponsored programs of athletic competition.

   A student who is absent with an unexcused absence for a school day may not participate in school district sponsored programs of athletic competition the afternoon or evening of the school day.

   A student who is serving an in-school or out-of-school suspension may not participate in school district sponsored programs of athletic competition while serving the suspension.

4. A student in any grade who fails to observe school rules for student conduct may forfeit his/her eligibility for participation in school district sponsored programs of athletic competition.

Notice of the school district's eligibility requirements shall be available to students.

Required Examinations – Interscholastic or Intramural Team or Squad

Student enrolled in grades six to twelve must receive a medical examination, in accordance with the provisions of N.J.S.A. 18A:40-41.7, prior to participation in school-sponsored interscholastic or intramural team or squad and any cheerleading program or activity.

The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season 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) for the provision of health care pursuant to NJAC 6A:16-1.3. 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 parent(s) may choose either the school physician or their own private physician to provide this medical examination. The medical examination required prior to participation shall be in accordance with the requirements as outlined in N.J.A.C. 6A:16-2.2(h)1 and Regulation 2431.2 and shall be documented using the Preparticipation Physical Evaluation form required by the Department of Education.

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, to include sports-related concussion and head injuries, the use of a defibrillator, the identification of student athletes who are injured or disabled in the course of any athletic program or activity, and any other first aid procedures or other health related trainings required by law or the Superintendent.

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 program or activity. Emergency procedures shall be reviewed not less than once in each school year and shall be disseminated to appropriate staff members.

Academic Standards

All students will be expected to have successfully completed academic courses amounting to the normal progression expected of students toward meeting minimum State academic requirements for graduation (State minimum). In other words, a student entering his/her second semester of freshman year will be expected to have successfully completed one-eighth of the State minimum. Thereafter, as a student progresses through his/her secondary career, he/she will be expected to have completed satisfactorily one-eighth of the State minimum for each semester of attendance in a secondary school (e.g. twenty-five percent of the State minimum entering his/her third year and seventy-five percent of the State minimum upon entering his/her fourth year of secondary school).

It must be emphasized that these academic standards are minimal requirements.

1. According to regulations of the New Jersey State Board of Education, credits must be assigned equally to all secondary school courses. Thus, courses which at one time were considered "minor" e.g., physical education, art, music, industrial arts, etc., must be included in the determination of academic credits.

2. It is recognized that students may accelerate their academic programs during their first three years of secondary schooling. Consequently, such students may be eligible in the second semester of their senior year even when they carry less than 12 1/2 % of the State minimum during the first semester provided they are meeting their school district's graduation requirements and are passing all courses in which they are enrolled.

3. Schools will not be permitted to "average" academic achievement for students so as to allow them to be eligible even though they have not accumulated the requisite proportion of the State minimum according to their semester of attendance (e.g., a school may not allow a student who failed two courses in his/her first semester because he/she received an "A" in the remaining courses, so as to constitute an average of "C" or above for all courses).

4. If a student is to be graduated in June, has left school, but has re-enrolled, he/she will be eligible thirty calendar days from the date of re-enrollment. However, the student must meet requirements as delineated in the local attendance policy.

5. If a student has continued enrollment while absent from school, he/she will be eligible provided he/she is enrolled in and attends at least one course.

6. An athlete whose education is interrupted after his/her entrance into the ninth grade and who does not pass the required courses at the end of the semester, upon being readmitted at the beginning of the next semester, is ineligible for failure to meet the requirements of this section.

7. An athlete who is ineligible under Section 6 of this policy may become eligible for the remainder of the winter sports season on February 1 if he/she meets the requirements as described in the opening paragraph of this policy.

8. Any summer work for make-up purposes, completed and approved by school before the sixth school day, in the semester starting September, may be used for eligibility purposes.

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 the Constitution, Bylaws, Rules, and Regulations of the New Jersey State Interscholastic Athletic Association as Board policy and shall review such rules on a regular basis to ascertain 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 shall inform the Board of changes in that schedule.

N.J.S.A. 2C:21-11
N.J.S.A. 18A:11-3 et seq.; 18A:40-41; 18A:40-41.10
N.J.A.C. 6A:7-1.7(d); 6A:16-1.4; 6A:16-2 et seq.

Adopted: 3 June 2009
Adopted: 8 May 2012
Adopted: 12 March 2013
Adopted: 10 May 2016
Adopted: 28 June 2018

R 2431.1 EMERGENCY PROCEDURES FOR ATHLETIC PRACTICES AND COMPETITIONS

A. Definitions

1. "Programs of athletic competition" means all activities relating to competitive sports contests, games, events, or sports exhibitions involving individual students or teams of students when such events occur within or between schools within this district or with any schools outside the 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 or among schools in the district, and any cheerleading program or activity in the school district.

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 natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s) or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

4. "Student" means a student enrolled in this district and a student enrolled in any district that 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–coaches, including assistant coaches, will be trained in first aid to include sports-related concussions and head injuries, the identification of injured and disabled student athletes, and any other first aid procedures required by statute, administrative code, or by the Superintendent.

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/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 No. 7420 and Regulation No. 7420.1.

7. Health personnel, including but not limited to, the athletic trainer, school/team physician, and ambulance/first aid squad may be present at athletic activities and events as determined by the Superintendent.

C. Emergency Procedures

The following procedures shall be implemented whenever a student athlete is injured or disabled in the course of an athletic 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 emergency personnel by calling 911**;** or

   b. Arrange for the student's transportation to the nearest hospital or the office of the school medical inspector.

4. The athletic coach or his/her designee shall promptly notify the Building Principal, the Superintendent, and the student's parent(s) 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 known to the athletic coach.

6. These emergency procedures shall be followed when the injured or disabled student is a member of a visiting team or district. In the event the visiting team has health personnel or staff members present, every effort shall be made to cooperate with the health personnel and/or staff of the district in which the student is enrolled.

D. Reports

1. The athletic coach shall complete and file a report of every injury or disability that occurs to a student in the course of his/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(s).

2. Copies of the report shall be filed with the school nurse and the Building Principal within twenty-four hours or by the end of the next school day after the incident.

3. The Building Principal shall report the incident to the Superintendent, who may report the incident 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/her analysis to the Superintendent at the close of each sport season.

5. The parent(s) 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 school medical inspector or designated team doctor, who must first examine the student to determine his/her fitness to participate in athletics. Written notice of that determination, signed by the school medical inspector or designated team doctor as appropriate, shall be given to the student's parent(s).

The prevention and treatment of suspected sports-related concussions and head injuries shall be in accordance with the provisions of N.J.S.A. 18A:40-41.1 et seq. and Policy and Regulations 2431.4.

Adopted: 3 June 2009
Adopted: 12 March 2013
Adopted: 10 October 2017

R 2431.2 MEDICAL EXAMINATION PRIOR TO PARTICIPATION ON A SCHOOL-SPONSORED INTERSCHOLASTIC OR INTRAMURAL TEAM OR SQUAD

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).

2. The physical examination shall be documented using the Preparticipation Physical Evaluation (PPE) form developed jointly by the American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Osteopathic Academy of Sports Medicine and is available online at, http: //www.state.nj.us/education/students /safety/ health/ records/ athleticphysicalsform.pdf, in accordance with N.J.S.A. 18A:40-41.7.

   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 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 sports-related injury in accordance with the provisions of N.J.S.A. 18A:40-41.10.

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 2009
Adopted: 12 March 2013
Adopted: 10 May 2016
Adopted: 28 June 2018

2431.3 PRACTICE AND PRE-SEASON HEAT-ACCLIMATION FOR SCHOOL-SPONSORED AND EXTRA-CURRICULAR ACTIVITIES

The Board of Education adopts this Policy as a measure to protect the safety, health and welfare of students participating in school-sponsored athletic programs and extra-curricular activities. The Board believes practice and pre-season heat-acclimation guidelines for student-athletes will minimize injury and enhance a student's health, performance, and well-being.

Therefore, the Board of Education requires the implementation of the practice and pre-season heat-acclimation procedures as recommended by the New Jersey State Interscholastic Athletic Association (NJSIAA) for students participating in all school-sponsored athletic programs and extra-curricular activities during warm weather months. The Superintendent of Schools or designee shall ensure the implementation of the Practice and Pre-Season Heat-Acclimation Procedures.

The Superintendent of Schools or designee may reduce practice times or adjust other provisions that would reduce a student's exertion if weather and/or temperature warrant such action.

This Policy and the school district's practice and pre-season heat-acclimation procedure shall be approved by the school district's physician prior to implementation.

Adopted: 11 January 2011
Adopted: 10 October 2017
Adopted: 12 March 2019

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 and cheerleading programs, it is imperative that student-athletes, cheerleaders, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete or cheerleader 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 or cheerleading programs is required to adopt a policy concerning the prevention and treatment of sports-related concussions and other head injuries among student-athletes and cheerleaders in accordance with the provisions of N.J.S.A. 18A:40-41.1 at 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. For the purpose of this Policy, “cheerleading programs” shall be Kindergarten through twelfth grade school-sponsored cheerleading programs.

The school district will adopt an Interscholastic Athletic and Cheerleading 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 or cheerleading program, designated school nurses, and other appropriate school district at 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:40-4l .2.

The principal or designee shall distribute the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent Acknowledgement Form to every student-athlete that participates in interscholastic sports and every cheerleader who participates in a cheerleading program. The Principal or designee shall obtain a signed acknowledgement of the receipt of the Fact Sheet by the student-athlete or cheerleader’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 preseason baseline, testing of all student-athletes and cheerleaders before the student begins participation in an interscholastic athletic or cheerleading program.

Any student-athlete or cheerleader 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 or cheerleader is exhibiting signs or symptoms, the student will be evaluated by the school or team physician. The Principal or designee shall contact the student'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 possible symptoms of a concussion can be reported by the student-athlete or cheerleader to: coaches; licensed athletic trainer; school or team physician; school nurse; and/or parent. The Principal or designee shall provide the student-athlete or cheerleader 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 or cheerleader who participates in interscholastic athletics or a cheerleading program 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' 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's physician or licensed health care provider must provide to the school district a written medical release/clearance for the student indicating when the student 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 or cheerleading program 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 person due to the action or inaction or 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.

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.

N.J. S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41 .3; l 8A-40-41.4; 18A:40-41.5

Adopted: 11 January 2011
Adopted: 8 November 2011
Adopted: 11 September 2012
Adopted: 10 October 2017

R2431.4 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. Allowing a student-athlete or cheerleader to return to play before recovering from a concussion increased 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/Cheerleading Program Head Injury Training Program

1. The school district will adopt an Interscholastic Athletic/Cheerleading Program 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 or cheerleading program, designated school nurses, and other appropriate school district personnel as designed 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 and cheerleaders before the student begins participation in an interscholastic athletic program or activity or cheerleading program. 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 and cheerleaders on prevention of concussions.

3. All school staff members, student-athletes, cheerleaders, and parents of student-athletes and cheerleaders shall be informed through the distribution of the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent 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 or cheerleader:

   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 or cheerleader to coaches, licensed athletic trainer, school or team physician, school nurse, and/or parent. Possible systems 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 or cheerleader 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 return to be practice or competition that day.

2. The school staff member supervising the student-athlete or cheerleader when the student is exhibiting signs or symptoms of a sports-related concussion or other head during practice or competition shall immediately contact emergency medical assistance when symptoms gets worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency attention is needed.

   a. In the event the school or team physician is available when the student – athlete or cheerleader is exhibiting signs or symptoms of a sport – 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 or cheerleader when the student 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'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 or cheerleader who participates in interscholastic athletics or cheerleading program 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'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 or cheerleader 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 or cheerleader'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 a concussion or other head injury, the student is asymptomatic at rest, and the student may return to the interscholastic athletic or cheerleader activity; or

   b. The medical examination determined the injury was a concussion or other head injury, the student 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 or cheerleader may not return to the activity or begin the graduated return to completion 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 is experiencing symptoms and signs of a sports-related concussion or other 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 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 or cheerleader 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 shall be required to have a re-evaluation by their physician or licensed healthcare provider. The student 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 or cheerleader 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 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 may advance to Step 4 below on the next day. If re-emergence of any signs or symptoms of a concussion occur, the student shall return to Step 2.

Step 4 – Non-contact training drills such as passing drills, agility drills, throwing, catching, etc. The student-athlete or cheerleader may initiate progressive resistance training. If there is no return of any signs or symptoms of a concussion, the student 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 shall return to Step 3.

Step 5 – The student'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's physician. After this consultation and upon obtaining written medical release/clearance approved by the school or team physician, the student may participate in normal training activities. The objective of this Step is to restore the student's confidence and for the coaching staff to assess the student'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 does not obtain medical release/clearance to proceed to Step 6, the school or team physician, in consultation with the student's physician, shall determine the student's return to competition and practice protocol.

Step 6 – Return to play involving normal exertion or game activity. If the student exhibits a re-emergence of any concussion signs or symptoms once he/she return to physical activity, he/she will be removed from further activities and returned to Step 5.

G. Temporary Accommodations for Student-Athletes and Cheerleaders 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 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. In accordance with the Centers for Disease Control's tool kit 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 school work;

e. Reduce time spent on the computer, reading, and writing; and/or

f. Be granted early dismissal from class to avoid crowded hallways.

Adopted: 8 November 2011
Adopted: 11 September 2012
Adopted: 10 October 2017

[See POLICY ALERT No. 215]

[Required for School Districts with any of the Grades 9-12]

2431.8 VARSITY LETTERS FOR INTERSCHOLASTIC EXTRACURRICULAR ACTIVITIES

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.

N.J.S.A. 18A:42-7

Adopted: 28 June 2018

2432 **SCHOOL SPONSORED PUBLICATIONS**

The Board of Education sponsors student publications as important elements of the instructional program. Students are encouraged to develop skills of written and verbal communication and to exercise the right to express their opinions freely and responsibly.

The rights of free speech, and free expression of students in public schools pursuant to the First Amendment, are not automatically coextensive with the rights of adults in other settings and shall be applied in light of the special characteristics of the school environment. The Board of Education reserves the right to exercise pre-publication control over school-sponsored publications through administrative staff and faculty. Students shall have the right to appeal the exercise of censorship by school district staff successively to the Principal, the Superintendent, and the Board of Education.

Student expression may be restricted, if it can be determined that such expression is inconsistent with the basic educational mission of the school district and when censorship actions reasonably relate to legitimate educational concerns.

Students who violate this policy by expression, publication, or distribution of any materials which are biased or prejudiced, vulgar or profane, unsuitable for immature audiences, or which do not meet the school district's high standards of learning and propriety consistent with its educational goals and objectives may be subject to appropriate discipline.

This policy shall be implemented in accordance with regulations to be developed by the Superintendent. The regulations shall:

1. Identify school district staff responsible for student publications;

2. Establish procedures for pre-publication review; and

3. Specify procedures for appeal by students to the Board of Education with provisions for prompt decisions to be made at each level.

N.J.S.A. 2C:34-3
N.J.S.A. 18A:42-4

Adopted: 3 June 2009
Adopted: 10 October 2017

R 2432 SCHOOL SPONSORED PUBLICATIONS

A. Places

On the school sidewalk in front of the main entrance to the high school buildings and on the walk in front of the gym lobby. (In case of bad weather, two students only would be permitted each in the front main lobby and in the gym lobby. Specific approval to distribute materials inside will be required each time.)

B. Time

7:45 - 8:15 a.m.
2:46 - 3:15 p.m.

C. Approval

The previous day or earlier by the Principal. For materials not readily classifiable for approvable, more than one day should be allowed.

D. Littering

All distributed items which are dropped in the immediate area (on the front sidewalk and lawn to the street, for example, or the two inside lobbies and adjacent corridor for 50-75 feet) must be removed by persons distributing material. Waste baskets will be provided.

E. Unacceptable Items

So-called "hate" literature which scurrilously attacks ethnic, religious and racial groups, other irresponsible publications aimed at creating hostility and violence, hardcore pornography, and similar materials are not suitable for distribution in the schools.

Materials denigrating to specific individuals in or out of the school. Materials designed for commercial purposes--to advertise a product or service for sale or rent.

Materials which are designed to solicit funds, unless approved by the Superintendent or his/her assistant.

"Literature which in any manner and in any part thereof promotes, favors, or opposes the candidacy of any candidate for election at any annual school election, or the adoption of any bond issue, proposal, or any public question submitted at any general, municipal, or school election..."

F. Acceptable Materials

Materials not proscribed in section E unless Principal should be convinced that the item would materially disrupt classwork or involve substantial disorder or invasion of the rights of others.

G. Appeal

Students denied approval may appeal to the Principal who with a student advisory committee or one representative from each class will review the matter. Should the petition be denied, the petitioner may still appeal to the Superintendent, then to the Board of Education, etc.

Issued: 3 June 2009
Issued: 10 October 2017

2435 - NJSIAA RANDOM TESTING FOR INTERSCHOLASTIC ATHLETICS

The Board of Education recognizes the use of harmful performance enhancing substances seriously threatens the health, safety, and welfare of student-athletes that participate in interscholastic athletics. This district's secondary school is a member of the New Jersey State Interscholastic Athletic Association (NJSIAA). It is a violation of NJSIAA's sportsmanship rule for any student-athlete to possess, ingest, or otherwise use any substance on NJSIAA's list of banned substances, without written prescription by a fully licensed physician, recognized by the American Medical Association, to treat a specific medical condition. Therefore, NJSIAA, in accordance with Executive Order 72, will test a random selection of student-athletes who have qualified, as individuals or as members of a team, for NJSIAA sanctioned State championship competition.

The list of banned substances, for the purposes of this Policy, shall be prepared and published by NJSIAA. Before participating in interscholastic sports, the student-athlete and their parent or guardian shall consent to random testing in accordance with NJSIAA's Steroid Testing Policy by completing and submitting to the school district NJSIAA's Consent To Random Testing Form. NJSIAA's list of banned substances shall be attached to the consent form and the consent form must be signed each school year. The failure to sign the consent form shall render the student-athlete ineligible to participate in all interscholastic sports until the form is signed. The signed Consent To Random Testing Forms shall be maintained in the Building Principal's office.

Student-athletes will be selected to be tested on a random basis from all athletes participating in championship competition in accordance with NJSIAA procedures. The test will analyze a urine sample. The methodology for taking and handling samples shall be in accordance with current legal standards and tests shall be administered by a certified laboratory designated by NJSIAA. No test shall be considered a positive result unless the approved laboratory reports a positive result and NJSIAA's medical review officer confirms there was no medical reason for the positive result. The sample will be split when taken and shall be available in the event of an appeal. A positive test result may be appealed in accordance with NJSIAA's appeal procedures. Results of all tests shall be considered confidential and shall only be disclosed to the individual, his or her parent(s), and his or her school.

It is NJSIAA's Policy that any person who tests positive in an NJSIAA administered test, or any person who refuses to provide a testing sample when identified, or any person who reports his or her own violation, shall immediately forfeit his or her eligibility to participate in NJSIAA competition for a period of one year from the date of the test. Any such person shall also forfeit any individual honor earned while in violation. No person who tests positive, refuses to provide a sample, or who reports his or own violation shall resume eligibility until he or she has undergone counseling and produced a negative test result. NJSIAA's Policy shall not prevent the school district from disciplining a student for violating the district's substance abuse policies or practices and a violation of a school district's testing program will not be reported to NJSIAA.

NJSIAA's Executive Committee shall annually compile and report the results of the Steroid Testing Policy and determine whether the Policy shall be renewed or discontinued.

New Jersey Executive Order 72, signed December 20, 2005

Adopted: 3 June 2009
Adopted: 10 October 2017

2436 **ACTIVITY PARTICIPATION FEE PROGRAM**

The Board of Education recognizes the value of athletic competition and co-curricular activities outside the regular instructional program. However, with reduced or limited revenue and increased expenses, the Board may consider alternative revenue options to support these school-sponsored activities. Therefore, the Board of Education may authorize the establishment of an activity participation fee program as a supplemental revenue source contributing to a percentage of the school district's total costs for operating school-sponsored activities.

The Activity Participation Fee Program will require students participating in a school-sponsored athletic or co-curricular activity to pay a participation fee. The specific fee amounts will be recommended by the Superintendent of Schools and approved by the Board on an annual basis prior to the commencement of the registration or sign-up process for the activity per family (dependent children residing in the same household) per school regardless of the number of activities or programs the students elect to participate in throughout the school year. This per family, per school, annual fee shall be paid in the beginning of the school year. No refunds shall be provided in the event a student in the family does not participate in any activity for any reason during the school year.

The activity fee may be waived or reduced based on financial hardship using the New Jersey eligibility standards established for free and reduced price meals.

Each individual activity fee will be determined by considering the school district's cost for operating the activity to include, but shall not be limited to: coach/advisor salaries; equipment cost; facility rental fee costs; official/referee costs; event registration fees; school/facility/field preparation and maintenance costs; insurance costs; and other expenses incurred by the district in the operation of the activity. The activity fee shall be paid prior to the student's participation in the activity.

A refund of the activity fee will only be made in the event the student is not accepted into the activity due to the lack of available space or opportunity within the activity (i.e. the student does not receive a part in a drama program production, the student is cut from an athletic team, it is determined the student is ineligible for participation in the activity due to any reason prior to participation in the activity etc.) A refund of the activity fee will also be provided in the event the district does not offer the activity subsequent to the registration/sign-up process. A refund will not be provided in the event the student quits during the course of the activity.

The Superintendent of Schools shall be authorized to approve an activity fee refund for a reason(s) not listed above in extenuating circumstances.

Adopted: 14 September 2010
Adopted: 12 June 2018

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 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 credit 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. 18:11-15.

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 the 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 session of this district.

N.J.S.A. 18A:54B-1 et seq.
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: 3 June 2009
Adopted: 10 May 2011
Adopted: 23 June 2011
Adopted: 10 October 2017

R 2440 **SUMMER SESSION**

A. Definitions

1. "Summer session" means the instructional program operated by this school district during the summer months.

2. "Make up Credit course" means any course or subject that is a repeat of a course or subject the student has previously taken and for which credits or placement may be awarded upon 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 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 school session 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.

6. Time spent on homework and in a study hall shall not be included in the minimum class times set forth in paragraph B3a 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 member 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 school 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 alerted 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 make-up 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.

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 program. A student recommended for expulsion from the summer session program will be given a brief 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.

G. Attendance

1. Although the compulsory attendance statutes do not apply to summer school, summer session students are expected to attend sessions regularly and promptly.

2. In general, no student will receive credit for a make-up or advancement course if he/she has missed more than one class in the subject. The student's parent(s) will be notified after the first absence. Three instances of tardiness will constitute one absence for this purpose.

H. Grading and Credit

1. Work in make-up and advancement courses will be evaluated and graded, in accordance with Policy No. 2624 for grading in the regular program.

2. A progress report of each student's attitude, strengths, and grade will be given to the student's parent(s) at the end of the summer session.

3. Credit will be given for successful completion of approved make-up and advancement courses that have met the standards of instruction set forth in rules of the State Board of Education and at paragraph B5 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 limited to, other public and private schools, institutions of higher education, or on-line courses.

I. Tuition

1. Tuition may be charged for the enrollment of a resident student in a remedial or advancement course for credit in accordance with the provisions of N.J.S.A. 18:11-15. 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 East Orange Board of Education 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 with 10 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 summer school; and

   b. An evaluation and a description of work completed in summer school, 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.

Issued: 3 June 2009
Issued: 10 May 2011
Issued: 23 June 2011
Issued: 10 October 2017

2452 **COMMUNITY EDUCATION**

The Board accepts the challenge of providing adult education, as needed, for the entire community of East Orange. It conceives of a community education program that might eventually incorporate all of the following elements: adult basic education, unemployment retraining, evening high school career programs in secondary education, adult education for the handicapped, education for foreign-born youth and adults, trade and commercial career education, remedial and vocational career education for the unemployed and under-employed, and after-school enrichment and recreation programs.

All adult programs shall be subject to approval by the Board. Evening school teachers, when possible, shall be recruited from the East Orange staff and all openings for positions shall be duly publicized. The Board shall make appointments and set the salary structure upon recommendation of the Superintendent.

Tuition and/or fees charged for adult courses shall be kept to a minimum. All charges must be approved by the Board.

Evening School

The school system may operate an evening high school to provide courses which lead to high school equivalency diplomas, as well as other types of continuing and adult education.

The Superintendent is directed to seek out and utilize such federal, State and private sources of revenue as may be appropriate for the financial support of the adult education program.

Adult High School

The Board may establish an adult evening high school for district residents eighteen years of age or over. The Board shall adopt graduation requirements equivalent to those of the day school which shall include passing Statewide assessment tests.

All courses shall be adopted by the Board and shall include standards of proficiency.

Senior Citizens

All citizens of East Orange who are sixty years old and older shall be allowed to enroll in any adult or continuing education course free of charge. Such citizens, upon request, shall be issued a “Golden Pass" from the adult school administrative office which will permit them to waive fees for any adult course.

Adopted: 3 June 2009
Adopted: 10 October 2017

2460 **SPECIAL EDUCATION**

The East Orange 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 proficiency 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 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 ensure 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 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 and related services, even though the student is advancing from grade to grade;

e. The services and placement needed by each student with a disability to receive a free, 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(d) 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 for such services.

18. When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit request to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and they may not utilize mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14-1.2(b)18.

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 has 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.

This policy will be posted on the district's website.

N.J.A.C. 6A:14-1 et seq.
20 USC §1400 et seq.
34 C.F.R. §300 et seq.

Adopted: 31 March 2009
Adopted: 8 November 2016
Adopted: 18 April 2017

R 2460 **SPECIAL EDUCATION**

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

R 2460.1	Special Education - Location, Identification, and Referral
R 2460.5	Special Education – Participation in Districtwide and Statewide Testing
R 2460.7	Special Education – Free and Appropriate Public Education
R 2460.8	Special Education - Transition From Early Intervention Programs to Preschool Programs
R 2460.10	Special Education – Maintenance, Access to and Confidentiality of Student Records
R 2460.14	Special Education – In-service Training
R2460.15	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.

Adopted: 31 March 2009
Adopted: 8 November 2016
Adopted: 18 April 2017

R 2460.1 **SPECIAL EDUCATION - LOCATION, IDENTIFICATION, AND REFERRAL**

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 Education 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 April 30 of each school year, the Director of Special Education or his/her designee will conduct child find activities, in the native language of the population, as appropriate, including but not limited to:

   a. Development of child find materials for distribution.

   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 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 the community.

k. Posting of State developed child find materials in all schools 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 to identify students who may have a disability.

r. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.

s. Posting of child find information on the school district's website

3. No later than April 30 of each school year the Director of Special Education will contact by mail the Principal/Director of the nonpublic school official 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.

4. 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.

5. Students with disabilities are afforded the procedural safeguards by N.J.A.C. 6A:14-2.1 et seq. including appointment of a surrogate parent, when appropriate.

Based on the suggestions from the representatives of the nonpublic schools and parent(s), the Director of Special Education will modify the child find activities for the next school year, as appropriate.

B. Procedures for Intervention in the General Education Program

Criteria/steps for initiating interventions in the general education program are identified. A staff member or agency shall provide in writing a request for intervention services for students ages three to twenty one, 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 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;

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

   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 September 30 each school year;

   b. Staff handbooks are updated by June 30 and include information regarding intervention procedures;

   c. New instructional staff attend the district's orientation program commencing in the month of September which includes information on I&RS Committee;

   d. School calendars are distributed in the month of August 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 office, and the Office of Director of Special Education.

1. Parental Notification of Referral Procedures

Referral procedures shall be included in the handbook, newsletter, special education brochure or pamphlet or other school district publication, 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

Steps are in place to refer students directly to the child study team when warranted. 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 Director of Special Education;

b. The written request shall be immediately forwarded to the office of special education services;

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 any 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 Child Study Team (CST);

e. The case manager 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:

a. It is determined (optional: through the IR&S Committee) that interventions in the general education program have not been effective in alleviating the educational student's 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 Education, 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 Educational 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 (optional: 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 case manager 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 Child Study Team (CST) when warranted.

Adopted: 31 March 2009
Adopted: 11 October 2016
Adopted: 18 April 2017

R 2460.5 SPECIAL EDUCATION – PARTICIPATION IN DISTRICTWIDE AND STATEWIDE TESTING

The Individuals with Disabilities Act Amendments of 1997 (IDEA 2004) and the No Child Left Behind Act (NCLB) requires students with disabilities be included in State and district assessment programs.

Procedures for Participation in Statewide Assessments

Students with disabilities shall participate in the Statewide assessment system according to the following:

1. Except as provided in #2. below, students with disabilities shall participate in each content area of the general statewide assessment for their grade or age.

2. New Jersey Department of Education accommodations and modifications will be provided, when determined necessary by the IEP team, to students with disabilities who participate in the general statewide assessments.

3. Students with disabilities shall participate in the Alternate Assessment if:

   a. The IEP team determines the student is unable to participate in the general State assessment for his or her grade or age because the student's disability is so severe that the student has not been instructed in any of the knowledge and skills tested; and

   b. The student cannot complete any of the types of questions on the assessment in the content area(s), even with accommodations and modifications.

4. Students with disabilities shall participate in the districtwide assessment system.

   a. New Jersey Department of Education modifications and accommodations shall be provided as determined by the IEP team.

   b. Students with disabilities identified to participate in the State Alternate Assessment process may participate in the districtwide assessment system as determined by the IEP team. The team will examine and specify the content area(s) to determine the extent in which the student will participate.

c. The Alternate Assessment for students with the most significant intellectual disabilities in English Language Arts, Mathematics and Science is called the Dynamic Learning Maps. (DLM)

5. The IEP team shall make this determination for each content area tested and the student's IEP must indicate the student will participate in the Alternate Assessment.

6. Following the 11th grade, students with disabilities who are required to pass the PARCC/DLM for graduation and have not done so shall participate in the Appeals Process in accordance with N.J.A.C. 6A:8.

7. The district designates the Director of Special Education and/or designee as the Alternate Assessment Test Coordinator to serve as the primary contact for assessment information, to assist district educators in the DLM online process, and to ensure district staff members receive appropriate in-service training in the DLM process.

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R2460.8 - **Special Education - Free and Appropriate Public Education**

A free and appropriate public education (FAPE) 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 FAPE to students with disabilities who are suspended or expelled from school.

1. School officials responsible for implementing suspension/expulsions in the district are the following:

   a. Grades Pre-Kindergarten – 12 – 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 Student Safety Data System (SSDS).

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 considered removal when determining whether a manifestation 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 IEP,

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/Assistant 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 administrator and case manager shall be maintained by the case manager.

b. If it is determined that there is no change in placement, the Principal/Assistant 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; and

c. Written documentation of the consultation and services provided shall be maintained in the student's file.

4. 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 behavior 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 FAPE 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 Early Childhood Coordinator or Director of Special Education;

2. Upon receipt, the written 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 assigned case manager 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 case manager 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 benefit from education and progress in the general education curriculum; and the use of functional assessment information to support 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 and/or adult student 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.

Adopted: 31 March 2009
Adopted: 11 October 2016
Adopted: 18 April 2017
Adopted: 12 March 2019

R 2460.9 SPECIAL EDUCATION - TRANSITION FROM EARLY INTERVENTION PROGRAMS TO PRESCHOOL PROGRAMS

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 East Orange School District/Department of Special Education 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 East Orange School 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.

Adopted: 31 March 2009
Adopted: 18 April 2017

R 2460.10 SPECIAL EDUCATION - MAINTENANCE, ACCESS TO AND CONFIDENTIALITY OF STUDENT RECORDS

The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6:3-6.1 et seq.

Procedures to Assure Confidentiality and Access to the Individual Education Program (IEP)

1. The Director of Special Education shall assure that regular education teachers, special education teachers, and related services personnel with assigned educational responsibility have access to the student's IEP.

   a. Inclusion personnel will have access to the IEPs of students they service. Access can be copies of documents that will be secured in the educational settings, or access can be obtained via the Child Study Team office.

   b. Itinerant inclusion personnel will be provided IEP at A Glance documents for classified students they service.

   c. The Director of Special Education will assure that IEPs are kept confidential and are maintained according to N.J.A.C. 6:3-6.4 (b) Individual student records shall be maintained in a Central office file and at the school the student attends. A notation in school files as to where such other records may be found is required.

2. All procedures regarding access to student records and confidentiality indicated in Policy and Regulation No. 8330 Student Records will be followed.

Issued: 31 March 2009
Issued: 18 April 2017

R 2460.14 **SPECIAL EDUCATION - IN-SERVICE TRAINING**

The in-service training needs for professional and paraprofessional staff who provide special education, regular education or related services are identified and that appropriate in-service training is provided. The Director of Special Education shall maintain information to demonstrate the school 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, 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;

4. Ensure 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. (34 C.F.R. 300.380)

Procedures for Identifying and Meeting the Training Needs of Paraprofessionals, Professionals and Parents of Students with Disabilities

1. The Director of Special Education will conduct a needs assessment annually to identify the in-service training needs as part of district-wide development activities.

2. Target populations will be identified by the needs assessment and will include at a minimum special education and regular education professionals, related services personnel, paraprofessionals and parents.

3. Trainings will be conducted annually.

4. When appropriate, the district will identify, adopt and disseminate promising practices, materials and technology based upon: (select as appropriate)

    a. Individual needs of students in accordance with their respective IEP.

b. Significant knowledge derived from educational research and other reliable sources.

c. Collaborative work with institutions of higher learning or other entities that (on a per-service and an in-service basis) prepare personnel who work with children with disabilities to support quality professional development programs that meet identified state and local needs.

d. Technical assistance and professional development programs provided through NJDOE sources.

5. The effectiveness of the training will be evaluated/assessed through district and/or commercially developed surveys/forms.

6. Documentation of the needs assessment, training activities and evaluation procedures will be maintained for three years after the activities are completed.

Issued: 31 March 2009
Issued: 10 October 2017

R 2460.15 SPECIAL EDUCATION – IN-SERVICE TRAINING NEEDS FOR PROFESSIONAL AND PARAPROFESSIONAL STAFF

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: 18 April 2017

R 2460.16 SPECIAL EDUCATION - 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
Adopted: 11 October 2016
Adopted: 18 April 2017

ABOLISHED: EOSD IS NOT A RECEIVING DISTRICT – OCTOBER 2017

~~2461~~ ~~**SPECIAL EDUCATION/RECEIVING SCHOOLS**~~

~~To demonstrate compliance with N.J.A.C. 6A:14 and the Individuals with Disabilities Education Act, the Board adopts policies and regulations/procedures that are required. These policies and regulations/procedures will be submitted with a Special Education Assurance Statement for Receiving Schools for Policies and Procedures to the County Office of Education no later than February 28 for approval.~~

1. ~~Students with disabilities who are placed in a receiving school by a district Board of Education must have an Individualized Education Program (IEP) in effect prior to the delivery of services.~~

   a. ~~Procedures regarding the student's IEP shall be developed and implemented to ensure that the receiving school determines whether the student's IEP can be implemented in that setting prior to accepting the student [N.J.A.C. 6A:14-7.5(b)1]; and~~

   b. ~~The student's teacher and, if appropriate, the student and other representatives of the receiving school will participate in meetings according to N.J.A.C. 6A:14-2.3(i)2.~~

2. ~~The receiving school will collaborate with the sending district Board of Education in the provision of a free, appropriate public education for the population served including students with disabilities who are suspended.~~

   a. ~~Procedures regarding the provision of a free, appropriate public education to students with disabilities who are suspended will be developed and implemented to ensure that school officials responsible for implementing suspensions/expulsions in the receiving school are identified.~~

   b. ~~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 of the sending district.~~

   c. ~~A system will be in place to track the number of days a student with disabilities has been removed for disciplinary reasons.~~

   d. ~~Suspension from transportation is counted as a day of removal if the student does not attend school.~~

e. Removal for a portion of the school day is counted proportionately.

f. If the receiving school has an in-school suspension program, participation in the program is not counted as a day of removal if the program provides the following:

(1) Opportunity for the student to progress in the general curriculum;

(2) Services and modifications specified in the student's IEP;

(3) Interaction with peers who are not disabled to the extent they would have interaction with in the current placement; and

(4) The student is counted as present for the time spent in the in-school suspension program.

g. When a series of short-term removals will accumulate to more than ten school days in the year:

(1) School officials of the receiving school and the sending district case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(b)2;

(2) Written documentation of the consultation between school officials and the case manager of the sending district will be maintained;

(3) If it is determined there is no change in placement, school officials and, the case manager of the sending district and special education teacher will consult to determine the extent to which services are necessary to:

(a) Enable the student to progress appropriately in the general education curriculum; and

(b) Advance appropriately toward achieving the goals set out in the student's IEP.

(4) Written documentation of the consultation and services provided will be maintained.

h. Steps will be in place to review the behavioral intervention plan and if necessary convene the IEP team as required according to N.J.A.C. 6A:14 Appendix D, 34 C.F.R. §300-520(c)(1) and (2).

3. The compilation, maintenance, access to and confidentiality of student records will be in accordance with N.J.A.C. 6:3-6.

a. The IEP will be accessible to each teacher or service provider in accordance with N.J.A.C. 6A:14-3.7(a)2.

b. All student records will be returned to the sending district within fifteen calendar days of a student's last day of enrollment.

4. Students with disabilities, who are placed in receiving schools by a district Board of Education, will be provided special education and related services at no cost to their parents or legal guardian(s).

5. The programs and services provided by the receiving school will be in accordance with the requirements of N.J.A.C. 6A:14-1.1 et seq.

a. If a change in the delivery of special education or related services is necessary due to a change in personnel or student need, the receiving school will contact the sending district to convene an IEP team meeting to review and, if appropriate, revise the IEP.

6. All personnel serving students with disabilities will be appropriately certified and licensed where a license is required as stated in N.J.A.C. 6:11.

7. The receiving school will terminate the placement of a student with disabilities according to N.J.A.C. 6A:14-7.7(a) and (a)1.

8. 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 training will be provided. The receiving school will maintain information to demonstrate its efforts to:

a. Prepare general and special education personnel with the 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. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities;

e. Provide for joint training activities of parents and special education, related services and general education personnel; and

f. Procedures shall be developed and implemented to ensure that the training needs of paraprofessionals, professionals and parents of students with disabilities in the five specified areas are identified and met.

Adopted: 31 March 2009

ABOLISHED: EOSD IS NOT A RECEIVING DISTRICT – SEPTEMBER 2017

~~R 2461~~ ~~**SPECIAL EDUCATION/RECEIVING DISTRICTS**~~

~~School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:~~

~~R 2461.01 Special Education/Receiving Schools – IEP Implementation~~
~~R 2461.02 Special Education/Receiving Schools – Suspension/Expulsion~~
~~R 2461.03 Special Education/Receiving Schools – Student Records~~
~~R 2461.05 Special Education/Receiving Schools – IEP Compliance~~
~~R 2461.08 Special Education/Receiving Schools – In-Service Training~~

~~Definitions:~~

~~Refer to N.J.A.C. 6A:14 and the Individuals with Disabilities Education Act for definitions of terms used in Regulations 2461.01 through 2461.08.~~

~~Issued: 31 March 2009~~

ABOLISHED: EOSD IS NOT A RECEIVING DISTRICT – SEPTEMBER 2017

~~R 2461.01~~ ~~**SPECIAL EDUCATION/RECEIVING SCHOOLS – IEP IMPLEMENTATION**~~

~~The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education students in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.~~

~~Students with disabilities who are placed in a receiving school by a district board of education must have an Individualized Education Program (IEP) in effect prior to the delivery of services.~~

~~A. Procedures for Ensuring the Student's Individualized Education Program (IEP) Can Be Implemented~~

~~1. The following procedures will be used to ensure the student's IEP can be implemented in the receiving school setting prior to accepting the student. [N.J.A.C. 6A:14-7.5(b)1]:~~

~~a. The director of special services in the receiving school district will review the IEP.~~

~~b. The receiving district will only accept the student if the director of special services determines the student's IEP can be implemented. The receiving district will not accept the student if the director of special services determines the receiving district cannot implement the IEP.~~

~~B. Meetings According to N.J.A.C. 6A:14-2.3(i)2.~~

~~1. The student's teacher and, if appropriate, the student and other representatives of the receiving school, will participate in meetings according to N.J.A.C. 6A:14-2.3(i)2.~~

~~Issued: 31 March 2009~~

ABOLISHED: EOSD IS NOT A RECEIVING DISTRICT – SEPTEMBER 2017

~~R 2461.02~~ ~~**SPECIAL EDUCATION/RECEIVING SCHOOLS – SUSPENSION/EXPULSION**~~

~~The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education students in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.~~

~~Procedures for Collaboration For Students With Disabilities Who Are Suspended/Expelled~~

~~The receiving school will collaborate with the district Board of Education in the provision for a free, appropriate public education for the population served including students with disabilities who are suspended.~~

1. ~~The Director is responsible for implementing suspensions/expulsions in the receiving school.~~

2. ~~Each time a student with a disability is removed from his/her current placement for disciplinary reasons, the Principal or his/her designee will notify the case manager of the sending district.~~

3. ~~The Building Principal or his/her designee will have a system in place to track the number of days a student with disabilities has been removed for disciplinary reasons.~~

4. ~~Suspension from transportation will be counted as a day of removal if the student does not attend school.~~

5. ~~Removal for a portion of the school day will be counted proportionately.~~

6. ~~If the receiving school has an in-school suspension program, participation in the program will not be counted as a day of removal if the program provides the following:~~

   a. ~~An opportunity for the student to progress in the general curriculum;~~

   b. ~~The services and modifications specified in the student's IEP;~~

   c. ~~Interaction with peers who are not disabled to the extent they would have interaction with in the current placement; and~~

d. The student is counted as present for the time spent in the in-school suspension program.

7. When a series of short-term removals will accumulate to more than ten school days in the year:

a. The Director, Principal or his/her designee of the receiving school and the sending district case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(b)2;

b. Written documentation of the consultation between school officials and the case manager of the sending district will be maintained by the sending district and receiving school;

c. If it is determined that there is no change in placement, the case manager of the receiving district, the case manager of the sending district and special education teacher will consult to determine the extent to which services are necessary to:

(1) Enable the student to progress appropriately in the general education curriculum; and

(2) Advance appropriately toward achieving the goals set out in the student's IEP.

d. Written documentation of the consultation and services provided will be maintained by the case manager of the receiving district.

e. Steps will be in place to review the behavioral intervention plan and if necessary convene the IEP team as required according to N.JA.C. 6A:14 Appendix D, 34 C.F.R. §300-520(c)(1) and (2).

Issued: 31 March 2009

ABOLISHED: EOSD IS NOT A RECEIVING DISTRICT – SEPTEMBER 2017

~~R 2461.03~~ ~~**SPECIAL EDUCATION/RECEIVING SCHOOLS – STUDENT RECORDS**~~

~~The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education students in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.~~

~~A. Procedures to Ensure the Individualized Education Program (IEP) is Accessible~~

~~1. Procedures regarding student records will be developed and implemented to ensure that the IEP is accessible to each teacher or service provider in accordance with N.J.A.C. 6A:14-3.7(a)2.~~

~~2. The compilation, maintenance, access to and confidentiality of student records will be in accordance with N.J.A.C. 6:3-6. Access means the right to view, to make notes, and/or have a reproduction of the record.~~

~~3. All student records will be returned to the sending district within fifteen calendar days of a student's last day of enrollment.~~

~~4. If the IEP is copied, the receiving district will be sure the IEP is kept confidential and is maintained according to N.J.A.C. 6:3-6.4(b). The IEP will be maintained in a central file at the school attended by the student and if the records are maintained in a different location, there will be a notation on the central file as to where such other records are located.~~

~~Issued: 31 March 2009~~

ABOLISHED: EOSD IS NOT A RECEIVING DISTRICT – SEPTEMBER 2017

~~R 2461.05~~ ~~**SPECIAL EDUCATION/RECEIVING SCHOOLS – IEP COMPLIANCE**~~

~~The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education students in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.~~

~~A. Procedures Regarding the Provision of Services Required by the Individualized Education Program (IEP)~~

~~1. The programs and services provided by the receiving school will be in accordance with the requirements of N.J.A.C. 6A:14-1.1 et seq.; and~~

~~2. If a change in the delivery of special education or related services is necessary due to a change in personnel or student need, the receiving school will contact the sending district to convene an IEP team meeting to review and, if appropriate, revise the IEP.~~

~~Issued: 31 March 2009~~

ABOLISHED: EOSD IS NOT A RECEIVING DISTRICT – SEPTEMBER 2017

~~R 2461.08~~ ~~**SPECIAL EDUCATION/RECEIVING SCHOOLS – IN-SERVICE TRAINING**~~

~~The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education students in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.~~

~~A. Procedures to Meet the Training Needs of Paraprofessionals, Professionals and Parents of Students with Disabilities~~

~~1. 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 training will be provided. The receiving school shall maintain information to demonstrate its efforts to address training as defined in the five following areas:~~

~~a. To prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;~~

~~b. To 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. To 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;~~

~~(1) The adoption of promising practices will be addressed through the review and dissemination by the school building curriculum committee, through turnkey trainings, presentations at Board meetings, Parent-Teacher Association meetings and other methods as determined by the receiving district.~~

~~d. To insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and~~

e. To provide for joint training activities of parents, special education, and related services and general education personnel [34 C.F.R. § 300.380].

2. The director of special services in the receiving district will conduct a needs assessment on an annual basis to identify the in-service training needs as part of the district-wide development activities.

3. The effectiveness of the in-service program will be evaluated at least once at the end of each year by a written survey administered and compiled by the director of special services.

4. Documentation of the needs assessment, training activities and evaluation procedures will be maintained by the director of special services in the receiving district for three years after the activities are completed.

Issued: 31 March 2009

2464 GIFTED AND TALENTED STUDENTS

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. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this Policy, "gifted and talented students" means students who possess or demonstrate high levels of ability, in one or more content areas when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Superintendent will develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environments.

The Superintendent will develop procedures for an ongoing Kindergarten through grade twelve identification process for gifted and talented students 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 methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district. 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 program offered to gifted and talented students will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a 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 will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent(s) of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

N.J.S.A. 18A:61A-2; 18A:35-4.16
N.J.A.C. 6A:8-1.3; 6A:8-3.1(a)5.
P.L. 108-382, Sec. 10201 et seq.

Adopted: 3 June 2009
Adopted: 7 May 2019

R 2464 **GIFTED AND TALENTED STUDENTS**

Each student in the East Orange School District is a unique individual with strengths to be nurtured and talents to be developed. Among these young people, however, are a few students with demonstrated or emerging exceptional intellectual, creative, and/or psychosocial/psychomotor abilities. They are the district's gifted population. Educators are challenged to provide these students with an enriched content and supportive environment, which supports their particular areas of giftedness. This should occur within the regular classroom, as well as, through a variety of appropriately selected out-of-classroom experiences.

Each school shall establish a School G/T Survey Committee (SGTSC) of at least five members and chaired by a building administrator or his/her designee.

Nominations are sought from a wide variety of sources to ensure that all potentially gifted and talented students have an opportunity to be considered.

The identification process yields information obtained through a variety of procedures and from multiple independent sources.

Procedures for obtaining information about students include at least two objective assessment methods such as group and individual tests of ability and achievement.

Procedures for obtaining information about students include at least two subjective assessment methods such checklists, rating scales, product evaluations, and grades.

Student placement decisions are based on multiple criteria. No single criterion or cut-score is used to include or exclude a student.

Identification of gifted and talented students is an ongoing process extending from school entry through grade twelve.

Opportunities are provided for students to be considered for placement in G/T programs throughout their school experience.

A review of students' placement in the G/T program is made at least annually.

All data collected as part of the identification process are protected by the Family Educational Rights and Privacy Act (FERPA).

All information/data collected as part of the identification process shall be placed in an individual eligibility file for each student. These files and the information contained therein shall not be placed in the student's cumulative record folder. The files shall be

maintained in a separate locked storage facility/file cabinet, and access to the information shall be restricted to those personnel working directly with the identification process, working directly in the gifted education program, or that have a documented need to know.

Identification Process

A. Seek recommendations for students to be screened.

A student may be referred by a teacher, administrator, counselor, parent, peer, self, or any other person having reason to believe that the student should be identified as gifted or talented. The person initiating the referral shall sign the referral form and date it. School personnel shall collect the data required to satisfy the initial referral criteria.

A student shall satisfy at least three of the following criteria before moving to the assessment process:

1. Grade history of A's and B's in the pertinent academic area,

2. Portfolio of the student's work indicating outstanding capabilities in the pertinent academic area,

3. District Standardized test (Renaissance Score at or above the 90th percentile) administered within the academic year,

4. State assessment (PARCC/NJSLA score of Level 5 – Exceeded Expectations) in the pertinent academic area administered within the last twelve months, or

5. Other demonstrated task commitment, creativity, achievement and/or potential abilities

B. SGTSC Review

Once the referral data has been collected, the SGTSC shall review all data and make one of the following recommendations:

1. The student has satisfied minimal criteria on at least three of the measures, and should move forward to the assessment

2. The student has not satisfied minimal criteria on at least three measures; however, the SGTSC feels strongly that additional data should be collected and the student reconsidered at that time, or

3. The student has not satisfied minimal criteria on at least three measures, and the identification process should stop.

C. Parental Permission for Testing

Once the SGTSC has determined that the student should move forward to the assessment phase, school personnel shall review all data available before administering one of the following assessments.

1. Cognitive Abilities Test

2. Naglieri Nonverbal Ability Test

3. Otis-Lennon School Ability Test - Online

D. Complete the G/T Screening Data Summary Profile

Upon receipt of the assessment scores, one or more of the committee members must complete the matrices. Once the Assessment Report is finished, the SGTSC shall meet and review all data and determine if eligibility criteria have or has not been satisfied. The SGTSC shall rule that the student is or is not eligible for the creatively gifted program.

E. Notify parents of the student's program status

School personnel shall notify in writing the parents of each student tested for the academic gifted program about the assessment results. School personnel shall offer to explain any of the results that parents have questions about.

Written parental permission for placement shall be obtained before the student is placed in the program.

F. Complete the G/T Roster and update Focus SIS fields

<u>Program Components</u>

To accomplish its philosophy, the East Orange School District's Gifted Program will provide a continuum of services for the exceptional learner, designed to address specific needs and levels of giftedness from Kindergarten through grade 12. Gifted programming options are provided during the regular school schedule.

A. Kindergarten through Grade 5

Students identified as gifted learners in the primary grades will receive enrichment programming in the general education classroom with extensions to the classroom curriculum. Extensions will include adjustments to the curriculum for students who have already mastered grade level material that enhance critical and creative thinking, logical reasoning, and problem solving strategies through project-based learning.

B. Grades 6 – 8

Students identified as advanced learners in the middle grades will receive academic instruction at the honors level in all four major content areas: English Language Arts, Math, Science and Social Studies. The honors program provides an acceleration of curriculum and instructional pacing to those who have already mastered grade level content, as well as the opportunity to enroll in advanced courses earlier in their middle school career. In honors courses the level and complexity of the curriculum is matched with readiness and motivation of the advanced learner.

C. Grades 9 – 12

Students identified as advanced learners in secondary grades will receive academic instruction at the honors and/or advanced placement level in all major content areas and in specialized courses as identified in the East Orange High School Program of Study. Advanced coursework affords students the opportunity to master accelerated curriculum as well as earn college credits through dual enrollment.

D. Differentiated Instruction

Effective differentiated instruction will be available in the general education classroom to ensure that all students meet their highest potential. Differentiation will consist of carefully planned, coordinated learning experiences in ELA, Math, Social Studies, and Science that extend the core curriculum strategies of enrichment and integrate instructional strategies that engage learners at appropriate levels of challenge. In addition, in ELA, diagnostic assessments are used to determine student readiness for reading. Content-area instruction is supported with carefully leveled texts that cover essential content at the "just right" reading level for each student. The guided reading program ensures success in reading, writing, and comprehension and helps move students toward independent reading.

Annual Reassessment

The SGTSC shall meet at least annually to reassess each G/T student's continuation in the program. Documentation of the meeting must be maintained and must include the name(s) of the student(s) discussed, a list of the committee members present, and the date of the meeting. Since participation in the gifted program is an entitlement under law, the student should remain in the gifted program as long as they are being successful in the program. Grades and/or success in the regular education program is the responsibility of the regular classroom teachers and should not be considered as a reason for removal from the gifted program. Should the committee determine that the student should exit the program due to lack of progress in the program and/or unsatisfactory participation in the program, the student's parents must be notified and given the opportunity to discuss the decision with the committee before the student is removed. Should the parents not agree to the removal of the student from the program, the school shall grant the parents a hearing.

Issued: 3 June 2009
Issued: 7 May 2019

2466 NEEDLESS PUBLIC LABELING OF STUDENTS 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).

All student records shall be maintained strictly in accordance with N.J.A.C. 6A:32-7.1 et seq.

Adopted: 3 June 2009
Adopted: 13 June 2017

2467 **SURROGATE PARENTS AND FOSTER PARENTS**

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 stops 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 the knowledge and skills that ensure adequate representation of the student;

3. Not be replaced without cause;

4. Be at least eighteen years of age; and

5. 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.

The Director of Special Education 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 will 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 residing in this district, and the foster parent is not the parent of the student as defined in N.J.A.C. 6A:14-1.3, the East Orange district where the foster parent resides shall contact the student's case manager at the Division of Child Protection and Permanency (DCP&P) Youth and Family Services (DYFS) in the Department of Children and Families Human Services 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(s) 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(s).

If the district cannot ascertain the whereabouts of the parent(s), 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. The surrogate parent coordinator shall consult with the student's case manager at DYFS to assist in identifying an individual, including the foster parent, who may serve as a surrogate. If there is no foster parent, or if the foster parent is unwilling to serve as the student's parent pursuant to N.J.A.C. 6A:14-1.3, the Surrogate Parent Coordinator shall consult with the student's case manager at DCP&P DYFS to assist in identifying an individual to serve as a surrogate parent and the Surrogate Parent Coordinator shall 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 Director of Student Services 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 Director of Special Education to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Director of Special Education 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: 3 June 2009
Adopted: 18 April 2017

2468 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 shall 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 service 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:

   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;

a. 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;

b. The independent evaluator must be free from any conflict of interest;

c. 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;

d. 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

e. 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, 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 the parent responsible for the 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 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: 12 March 2013
Adopted: 8 May 2018

2480 **ALTERNATIVE EDUCATION PROGRAMS**

The Board of Education may operate an alternative education program in accordance with the requirements of N.J.A.C. 6A:16-9.1. The program shall be approved by the Commissioner of Education and shall be separate and distinct from the already existing programs operated by the Board.

An alternative education program will fulfill the program criteria for both a high school and middle school program as outlined in N.J.A.C. 6A:16-9.2. A program will have a maximum student-teacher ratio of 12:1 for high school programs and 10:1 for middle school programs. An Individualized Program Plan (IPP) shall be developed for each general education student enrolled in the program in accordance with N.J.A.C. 6A:16-9.2(a)3. For a student with a disability, the alternative education program shall be consistent with the student's Individualized Education Program (IEP), pursuant to N.J.A.C. 6A:14, Special Education.

Individualized instruction to all students shall address the New Jersey Student Learning Standards and Common Core State Standards. Academic instruction sufficient to fulfill graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, shall be provided to high school students. Comprehensive support services and programs shall address each student's health, social, and emotional development and behavior. Instructional staff in an alternative education program shall be appropriately certified.

Students in the alternative education program shall comply with attendance policies, pursuant to N.J.A.C. 6A:16-7.8 and 6A:32-8.3. Case management services including, but not limited to, monitoring and evaluating student progress and coordinating instructional and support services shall be provided as required in N.J.A.C. 6A:16-9.2(a)10. Services to facilitate the transition of students returning to the general or special education program from the alternative education program shall be provided. A minimum student enrollment period of not less than two complete marking periods shall be required pursuant to N.J.A.C. 6A:16-9.2(a)12.

Student placement in an alternative education program shall be made pursuant to N.J.A.C. 16A:9.3(a). If the district places a student in an alternative education program operated by another district Board of Education, pursuant to N.J.A.C. 6A:16-9.1(a), or another approved agency, pursuant to N.J.A.C. 6A:16-9.1(b), the sending school district shall be responsible for ensuring compliance with the requirements of N.J.A.C. 6A:16-9.

Decisions regarding continued placement in an alternative education program or a change to a student's placement shall be made for general education students in accordance with N.J.A.C. 6A:16-9.3(c)1 and for students with disabilities in accordance with N.J.A.C. 6A:16-9.3(c)2.

N.J.A.C. 6A:16-9.1; 6A:16-9.2; 6A:16-9.3

Adopted: 3 June 2009
Adopted: 14 November 2017

R 2480 ALTERNATIVE EDUCATION PROGRAMS

The Board of Education may operate an alternative education program, pursuant to N.J.A.C. 6A:16-1.3. In the event the Board elects to operate an alternative education program, the program shall be approved by the Commissioner of Education in accordance with the requirements of N.J.A.C. 6A:16-9.1.

A. Establishment of Alternative Education Programs

1. The Board shall submit an initial or renewal application, as appropriate, to the County Office of Education, in accordance with the format prescribed by the Commissioner of Education.

2. The alternative education program approved and established by the Board shall be separate and distinct from the already existing programs operated by the Board.

3. Annually, the school district shall obtain certificates of fire inspection and, if applicable, health, sewerage plant and health, ventilation, and air conditioning (HVAC) inspections for an alternative education facility. These certificates shall be maintained and available upon request for review by the Department of Education.

B. Program Criteria

The alternative education program in the district will fulfill the following program criteria for both high school and middle school programs, unless otherwise noted:

1. A maximum student-teacher ratio of 12:1 for high school programs;

2. A maximum student-teacher ratio of 10:1 for middle school programs;

3. An Individualized Program Plan (IPP) will be developed for each general education student enrolled in the program:

   a. The IPP will be developed by the school district in which the student is enrolled, in consultation with the student's parent(s) and the receiving school district, pursuant to N.J.A.C. 6A:16-9.1(a), or other agency, pursuant to N.J.A.C. 6A:16-9.1(b), as appropriate.

b. The IPP will be developed by a multidisciplinary team of professionals with knowledge of the student's educational, behavioral, emotional, social, and health needs.

c. The IPP will identify the appropriate instructional and support services for addressing the student's identified needs.

d. The IPP will be developed in accordance with the format prescribed by the Commissioner of Education and implemented within thirty calendar days of the student's placement in the district's alternative education program.

(1) The IPP may, but need not, be developed prior to the student's placement.

e. A multidisciplinary team will review and, as appropriate, revise the IPP prior to the completion of the student's anticipated enrollment in the alternative education program or prior to the end of the school year, whichever occurs first.

(1) The multi-disciplinary team shall review and revise the IPP, as needed, at any time during the student's enrollment in the alternative education program.

(2) The multi-disciplinary team that reviews the IPP shall include staff from the sending school and the alternative education program that have knowledge of the student's educational, behavioral, emotional, social, and health needs.

(3) The student's parent(s) shall be advised of revisions to the IPP.

4. For a student with a disability, the alternative education program shall be consistent with the student's Individualized Education Program (IEP), pursuant to N.J.A.C. 6A:14, Special Education;

5. Individualized instruction to students shall address the New Jersey Student Learning Standards and Common Core State Standards, pursuant to N.J.A.C. 6A:8-3.1;

6. Instructional staff shall be appropriately certified, pursuant to N.J.A.C. 6A:9-3.3;

7. Compliance with attendance policies, pursuant to N.J.A.C. 6A:16-7.8 and 6A:32-8.3, shall be required;

8. Academic instruction sufficient to fulfill graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, shall be provided to high school students;

9. Comprehensive support services and programs shall address each student's health, social and emotional development, and behavior;

10. Case management services including, but not limited to, monitoring and evaluating student progress and coordinating instructional and support services, pursuant to 5, 8, and 9 above, shall be provided;

11. Services to facilitate the transition of students returning to the general or special education program shall be provided; and

12. A minimum student enrollment period of not less than two complete marking periods shall be required.

    a. If the student is enrolled with less than two complete marking periods remaining prior to the end of the school year, the decision regarding continued placement in the alternative education program shall be made in accordance with N.J.A.C. 6A:16-9.3(a).

    b. If the student is removed from the general education program and placed in an alternative education program as a result of a firearm or assault with a weapon offense, the Superintendent may modify the term of removal or placement on a case-by-case basis, pursuant to N.J.A.C. 6A:16-5.5(b)1 and 5.6(b)1.

    c. For the student with a disability, the enrollment period shall be determined by appropriate school personnel in accordance with the provisions of N.J.A.C. 6A:14, Special Education, and the Individuals with Disabilities Education Act of 2004, 20 U.S.C. § § 1400 et seq.

C. Student Placements

A student's placement in an alternative education program shall be made as follows:

1. For the general education student, the Director of Educational Support Services & Parent Relations shall make a determination of the student's risk for school failure and a decision regarding the student's placement in an alternative education program, at a minimum, based on the following:

a. The review of the student's academic, health, and behavioral records, including the student's IPP, if one has been developed in accordance with N.J.A.C. 6A:16-9.2(a)3i through v, and the results of available testing, assessment or evaluation of the student;

b. Consultation with and notice to the student's parent(s); and

c. Information provided by the school-based multi-disciplinary team responsible to provide intervention and referral services, pursuant to N.J.A.C. 6A:16-8, or other multi-disciplinary team, as appropriate.

2. Decisions regarding the placement of the student with a disability in an alternative education program, pursuant to N.J.A.C. 6A:16-9.1(a) and (b), shall be based on the recommendation of the Director of Special Education in accordance with N.J.A.C. 6A:14.

3. The district shall provide mandatory placement for a student in an alternative education program for removal due to a firearms offense, pursuant to N.J.A.C. 6A:16-5.5 or an assault with weapons offense, pursuant to N.J.A.C. 6A:16-5.6.

a. If placement in an alternative education program is not available in the instance of a mandatory student placement, the student shall be provided home or out-of-school instruction, pursuant to N.J.A.C. 6A:16-10, until placement in an alternative education program is available.

b. For the student with a disability, placement in an alternative education program for a firearm offense or an assault with a weapon offense shall occur only upon a determination by appropriate school personnel to place the student in accordance with the provisions of N.J.A.C. 6A:14, Special Education Programs and the Individuals with Disabilities Act of 2004, 20 U.S.C. § § 1400 et seq.

D. Alternative Education Program in Another District or Agency

If the district places a student in an alternative education program approved by another district Board of Education, pursuant to N.J.A.C. 6A:16-9.1(a), or another approved agency, pursuant to N.J.A.C. 6A:16-9.1(b), the sending school district shall be responsible for ensuring compliance with the requirements of N.J.A.C. 6A:16-9.

E. Continued Placement/Change of Placement

1. Decisions regarding continued placement in an alternative education program or a change to a student's placement shall be made as follows:

a. For the general education student returning to the general education program, the continued placement decision shall be made in accordance with B.11. above, as appropriate, and C.1. above.

b. For a student with disabilities, the continued placement decision shall be made in accordance with B.11. above, as appropriate, C.2. above, and N.J.A.C. 6A:14, Special Education.

Issued: 3 June 2009
Issued: 14 November 2017

2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION STUDENT FOR REASON OTHER THAN A TEMPORARY OR CHRONIC HEALTH CONDITION

The Board of Education shall provide instructional services to an enrolled general education student 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, 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; or

C. A court order requires the student receive instructional services in the home or other out-of-school setting.

The school district in which a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, 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 teacher(s) providing the instruction shall be a certified teacher. 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.

The instruction shall meet the Core Curriculum Content Standards and that meets the Board of Education's requirements for promotion and graduation.

If instruction is delivered in the student's home, a parent or other adult twenty-one years of age or older who has been designated by the parent shall be present during all periods of home instruction.

N.J.S.A. 18A:38-1 through 18A:38-25
N.J.A.C. 6A:16-10.2
Adopted: 3 June 2009
Adopted: 14 October 2014

R 2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL EDUCATION STUDENT FOR REASON OTHER THAN A TEMPORARY OR CHRONIC HEALTH CONDITION

The Board of Education shall 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 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; or

3. A court order requires the student to 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 a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly or through online services, including any needed equipment, 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 district shall establish a written plan for the delivery of instruction and maintain a record of delivery of instructional services and student progress.

2. The teacher providing instruction shall be certified teacher.

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.

4. The instruction shall meet the Core Curriculum Content Standards and Board of Education's requirements for promotion and graduation.

Issued: 3 June 2009
Issued: 14 October 2014

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 is available or distributed to every student enrolled in the course of study.

The Board shall consider for approval only those textbooks that have been selected and recommended by the Superintendent.

In considering the approval of any proposed textbooks, 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.

N.J.S.A. 18A:34-1; 18A:34-2

Adopted: 3 June 2009
Adopted: 14 November 2017

2520 **INSTRUCTIONAL SUPPLIES**

The Board of Education shall make every reasonable attempt to plan for and supply each teaching staff member with the supplies, materials, and equipment necessary for the implementation of the approved program and likewise shall make every attempt to plan for and supply 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 his or her 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: 3 June 2009
Adopted: 14 November 2017

R 2520 **INSTRUCTIONAL SUPPLIES**

A. Definition

"Supplies" are the consumable materials distributed to teachers and students for the implementation of the instructional program. "Supplies" include, but are not necessarily limited to, paper, pencils, chalk, erasers, paste, clay, artistic materials, craft paper, markers, string, adhesive tape, scissors, soap, and the like.

B. Supply Procedures

1. Supplies will be kept in a supply closet or room in each school building. The Building Principal will be responsible for the content and inventory of the supply closet.

2. Each teacher will request supplies each year by submitting a written request to the Principal. The teacher should request a sufficient quantity of supplies to satisfy the needs of his/her class.

3. The teacher's request will be recorded in the Main 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 Building Principal.

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 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 Main office, and the moneys collected will be deposited with the Main 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 paragraphs 2, and 3 above.

5. Teachers are advised to report to the Building Principal any student who is unable to pay for the supplies listed above.

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2530 **RESOURCE MATERIALS**

The primary objective of the district schools' educational media centers is to implement, enrich and support the educational program of the school. It is the duty of the centers to provide a wide range of materials on all levels of difficulty, with diversity of appeals, and the presentation of different points of view. To this end the responsibility of the library media center is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;

2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

3. To provide a background of information this will enable students to make intelligent judgments in their daily life;

4. To provide materials on opposing sides of controversial issues so young citizens may develop under guidance the practice of critical analysis of all media;

5. To provide materials representative of multicultural and multiethnic groups and their contributions to our American heritage;

6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate for the users of the library media center; and

7. To provide materials necessary for research and independent study.

The Superintendent has final responsibility for the selection of media center materials by professionally trained personnel media specialists, teachers, Principals and supervisors. Requests from faculty and students shall be given consideration.

The Superintendent shall develop and present for Board approval a media center/library program to provide necessary space, personnel and material to implement this policy.

Adopted: 3 June 2009
Adopted: 14 November 2017

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 ROM's, pamphlets, periodicals, pictures and on-line references. Resource materials may be maintained in classroom library collections and/or in the school library or media center.

B. Selection Process

1. The Principal 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 Principal for consideration. The Principal or designee will attempt to review each requested work or, alternatively, to consult with other educational institutions that have used the material.

3. The Principal or designee 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 Principal or designee will measure each recommendation against the standards for selection (see paragraph C) and the amount budgeted for resource materials in the current or succeeding school year, as appropriate.

5. The Principal will present to the Superintendent a list of recommended purchases each year. 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 Principal 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.

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2531 USE OF COPYRIGHTED MATERIALS

The Board of Education encourages teaching staff members to make judicious use of appropriate printed materials, sound recording, televised programs, films 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: 3 June 2009
Adopted: 14 November 2017

R 2531 **USE OF COPYRIGHTED MATERIALS**

A. Literary Material

1. A single copy may be made of any of the following by or for a teacher at his/her 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 news 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 news 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. Pre-recorded Video

The use of commercially pre-recorded video (such as video cassettes and DVD disks rented by commercial enterprises) may be used for instructional purposes without the purchase of a public performance license. Such tapes shall not be used in school situations in violation of the copyright laws which prohibit use for reward or entertainment or in other school activities. The use of such materials for these purposes in the school shall be considered a public performance and require:

1. A blanket license for showing the pre-recorded video obtained from the Motion Picture Licensing Corporation (MPLC) or other group authorized to license the pre-recorded material.

2. A specific license for the showing of a pre-recorded video not covered by a blanket license.

The use of non-commercially pre-recorded video shall require the written permission of the producer of the video prior to its use for other than instructional purposes.

If the requested license or permission has not been obtained, the material shall not be shown in the school.

D. 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 paragraph C1a;

d. Copying for the purpose of substituting for the purchase of music, except as permitted in paragraph C1a and paragraph C1b; and

e. Copying without inclusion of the copyright notice that appears on the printed copy.

E. Computer Software and the Internet

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, unless a site license has been purchased to permit loading multiple computers.

4. Copyrighted materials shall not be downloaded from the Internet without the express permission of the author and the payment of any required fees.

F. 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 teacher who may be required to present the written permission to the Principal or designee.

4. Teachers shall inform students on the limitations of the use of copyrighted material.

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2532 – TEXTBOOK MANAGEMENT

A. Goal

The East Orange School District's Primary Goal is to provide the best possible instruction to our students. To accomplish this goal, the district must increase the effectiveness of its educational budget.

One way help achieve our goals is to ensure that all students receive the instructional materials they need, when they need them. Minimizing textbook costs, time and effort can and will be achieved by:

1. Providing each district school with access to material inventory management and reporting capabilities
2. Utilizing existing instructional material inventory already owned by the district to fulfill requests
3. Streamlining and automating school site requests and fulfillment operations
4. Implementing a barcode scanning process to track resource location at each school site
5. Managing Destiny school reports for inventory accountability and accuracy
6. Communicating instructional materials that are available to teachers in each school site.

B. Responsibilities

1. School Principals are responsible for textbook management in their schools. Management includes implementing procedures for distributing textbooks, conducting annual textbook inventories, placing textbook orders, and collecting fines for textbooks that are lost or damaged.

2. Teachers and other staff members are responsible for assisting with textbook management. Their responsibilities include assisting with the annual physical inventory, checking books in/out to students, and adequately safeguarding textbooks in their possession. At the end of the school year, teachers must return the textbooks and teacher materials assigned to them and must notify the designated school management team leader regarding lost or damaged textbooks and teacher materials. The team leader will ultimately relay this information to the principal after all reports are completed.

3. Teachers must make reasonable efforts to monitor and secure the classroom set of textbooks and to determine whether textbooks assigned to students are returned in a satisfactory condition. Teachers and other staff members will be required to pay for teacher edition textbooks and other teacher materials assigned to them for personal use that are lost or damaged, excluding normal deterioration.

4. Students must ensure proper care and use for all textbooks used by the student; return textbooks at the end of the school year or time of possible transfer; and reimburse the school for any lost or damaged textbooks issued to the student (including classroom set copies), excluding normal deterioration.

C. Textbook Responsibilities

1. Principal:
   a. Designate a Textbook Management Team to determine and follow procedures and responsibilities for handling textbooks.
   b. Monitor reports of lost books and fines

2. School Site Textbook Team Leader/Textbook Management Team:
   a. Circulate and track textbooks, kits and teachers' editions
   b. Monitor lost textbooks and fines
   c. Complete yearly inventory to account for lost textbooks

3. Teachers:
   a. Monitor textbook set assigned to the classroom
   b. Establish expectations for students to return textbooks
   c. Assist with physical inventory of textbooks

4. Students:
   a. Return textbooks in good condition
   b. Pay for lost/damaged textbooks

D. BARCODING

1. ANYTHING IN THE SCHOOLS THAT IS DEEMED ACCOUNTABLE Gets Barcoded. Anytime you want accountability, it has to be barcoded. If a student is responsible for it, it must be barcoded.
   a. Textbooks
   b. Kits

c. Teacher Editions incl. TE sets i.e. science (This includes the softcover TE's)

2. Please note: Consumables should be listed by Title and ISBN, if available and type in the number of items.

3. Destiny: Look under TEXTBOOK OPTIONS AND PLACE A CHECK AS INDICATED IN THE APPROPRIATE AREAS.

a. Check under OPTIONS AS INDICATED
Allow Textbooks to be checked out
a) Patron (cannot reassign)
b) Class
c) Teacher (Titles to teacher and teacher reassigns to students)
d) Allow textbooks to circulate to all Patrons in the district

E. FINES

1. Automatically create fines for lost textbook materials
2. Replacement price from title
3. Lost textbook materials must be returned in a timely fashion to generate a refund
4. Require explanation when waiving fines

LOAN POLICIES

A. Circulation

Max Checkouts: 999
Overdue to Lost Days: 30
Block on Fines/Overdues: No

B. Conditioning

Automatically Demotes Conditions: No Condition Value

New	100%	2 circulations
Good	75%	3 circulations
Fair	50%	4 circulations
Poor	25%	5 circulations

C. Loan Periods

Description	Start	End	Due	Status
YR '14	9/1/13	6/30/13	6/30/13	Current
YR '15	9/1/14	6/30/14	6/30/14	Future

The District Textbook Management System is based on the following:

Newly adopted textbooks are district property; however, district textbooks that are lost after distribution to the schools are the responsibility of the school site. This means that the schools are responsible for the replacement of core textbooks. i.e. student fines, school budgets. Fines are established later in this document.

1. Unused textbooks must be adequately secured.

2. All district adopted textbooks must contain a district barcode and label. The barcodes should be placed on the back of the textbook on the upper right hand corner near the spine of the book and the barcode strip should be placed on the back of the last page of the textbook on the upper right hand side as well.

3. Textbooks must be tracked through Destiny Textbook Manager. This includes the transfer of books between schools.

4. The Department of Curriculum Services is responsible for establishing specific policies and procedures for managing the textbooks throughout the district and ensures that all schools, departments, and students adhere to the requirements.

5. Each school will request textbooks through each school's textbook management team following the district's procedures.

6. Each school site will hold the parent or student responsible for the loss or damage of textbooks assigned to the student for personal use.

7. The Principal/or each school's textbook management team leader will hold teachers responsible for instructional materials assigned to them for their personal use.

8. Annually, each school will take a complete physical inventory of the currently adopted textbooks located in the school. Guidelines to follow established by Curriculum Services.

Please note:

All adopted textbooks are the property of the East Orange School District. Although school budgets are generated from central office to the schools, books which are delivered and/or transferred between schools are still the property of the East Orange School District. Books lost must be replaced at the school level and tracked by Destiny Textbook manager.

Barcodes

Currently adopted textbooks must have the district's 9 or 8 digit barcode attached to the back of each textbook in the upper right corner of the textbook. The strip which was originally attached to the barcode with the 9 or 8 digits should be attached to the inside cover in the upper right hand side. Additional barcodes should be kept in a secure location (filed and labeled) in the principal's or team manager's office. Additional textbook barcodes can be requested from the Curriculum Services office.

Storage

Extra textbooks should be stored in a secure location that is not readily accessible to students or teachers.

Textbook Request Forms

When additional core textbooks are needed to accommodate class or course enrollment, a TEXTBOOK REQUEST must be submitted by a department chair or a member of the school's textbook management team. Sample Forms are included in this policy.

Textbook Tracking

When additional textbooks are sent to a school due to new replacements, additional purchases or from another site, the books or kits must be electronically "received" through Destiny Textbook Manager. The textbook management team and/or the library media specialist must handle all textbook deliveries to accurately account for the additional inventory. This decision should be made at each school site. Additionally, textbooks sent from a site must be electronically transferred by the textbook management team member or the library media specialist in each school. This should be a school site decision.

Textbook Circulation Procedures

Circulating Textbooks

The Textbook Manager software enables schools to keep track of who has textbooks in their possession and helps to ensure that all students have the proper textbooks for their classes. School textbook managers/or textbook team leaders will:

1. Inform teachers of policies and stress that they are accountable for the textbooks checked out to them. This also means that students are to be held accountable for the books checked out to them by their teacher:
2. Scan IDs to ensure accountability.
3. Teachers should receive a computerized copy of their book lists from a site textbook team leader and develop a student listing of the books/barcodes distributed to each student.
4. Provide textbook due dates at the time of distribution or shortly after.
5. Inform teachers of potential fines for lost or damaged textbooks before or during distribution to students. It would be best to inform students and parents of the textbook policy. (Refer to pgs. 11, 12, 13)
6. Decide where textbooks will be distributed, if textbooks are all barcoded and accounted for in the classrooms.
7. Ensure that textbooks are arranged by title for ease of distribution.

Each school's Textbook Management Team will establish procedures for circulating core textbooks/materials effectively and efficiently to students at the beginning and end of the school year. This will assist the school management team with inventory control and will limit textbook loss. Department chairs/or teachers will collaborate with the textbook management team leader for check/out/in of student books at the beginning and end of the school year and/or at the time of a transfer of a student.

It is important to establish circulation procedures for students entering and exiting a school site during the school year. These procedures should be established at each school site and a copy of these procedures should be sent to the District's Director of Elementary/Secondary Education and to the District's Site Manager.

To assist school management teams with inventory control and to limit textbook loss:

1. Principals should have access to Destiny Textbook Manager to notify parents/guardians immediately of textbooks checked out by the students.
2. Teachers should also inquire whether a new student has a textbooks checked out from another school.

To ensure an accurate accounting of textbooks, textbooks and teachers' editions are to be scanned and checked out to the teacher at the beginning of the year. During the inventory process at the end of the year, textbooks will be checked in. Textbooks should not be renewed from one year to the next by a student, if the same textbook is used during consecutive grades.

Classroom Sets

Student textbooks checked out to teachers are for classroom use only. Although teachers will not be held financially responsible for textbooks lost from the classroom, they are expected to develop a system for how all textbooks are accounted for, after textbooks are checked out to the teacher. Each textbook should then be scanned by ISBN numbers and reassigned to a student under the each student's name.

Teacher Edition Materials

One set of teacher materials for each course taught are checked out to the teacher.

Students

1. Students must reimburse the school for any lost or damaged textbooks issued to the student (including classroom set copies), excluding normal wear and tear.

2. Students failing to return their assigned textbooks forfeit their right to free textbooks until the identified- fine is paid.(See chart) Textbook costs to be sent to the schools via email or can be located from the textbook publisher. If a textbook is not returned or the applicable fine paid, the district may withhold grades at the elementary level, disallow participation in commencement exercises or other extracurricular activities or pursue other actions. There may be some causes where the repayment for the cost of a textbook may be impossible, in those cases, the school should have a plan in place for the student. I.e. assisting the library media specialists in the libraries with the various end of the year tasks or what the principal/textbook management team may deem relevant.

3. If a student fails to return the book or pay for it, the school will allow the student to use the textbook(s) at school during the day, but not outside of class.

4. Teachers and other staff members will be required to pay for teacher edition textbooks and other teacher materials assigned to them for personal use that are lost or damaged, excluding normal wear and tear.

5. Monies will be collected for textbook loss and damage. Books are considered damaged if they are defaced in any manner, making the book unusable excluding normal wear and tear.

The fine for a lost textbook is the replacement cost indicated in Destiny Textbook Manager. Replacement costs are updated annually. Principals may reduce or waive fines upon receiving a completed Request for Lost/or Damaged Textbook Waiver forms. ***Students who may qualify for an exemption or waiver of fines would be those students identified as homeless by the district. Those students will be required to do reasonable school service at the discretion of the principal. Please refer to the second bullet item. Any other waivers would be the sole decision of the principal only!***

Graduating seniors/parents must be notified in writing no later than January 15th of their senior year of all fines owed for lost textbooks. All fines must be satisfied by May 15th of their senior year. For those students identified as homeless by the district, will be required to do school service at the principal's discretion.

District-wide Inventory/School Based Inventory

The East Orange School District's textbooks are district property and are tracked through Destiny Textbook Manager. A thorough inventory is to be conducted once a year to maintain an accurate record of textbook availability. Every School is to participate in the annual inventory at the end of the school year.

Establish Procedures for Inventory

The result of each school's inventory procedures should be that every textbook barcode is scanned. Each school's Textbook Management Team will put a plan in place considering how to systematically scan teachers' editions, sets assigned for classroom use, barcoded materials located with classrooms, departments, storage areas, textbook rooms etc.

Consideration should be given to the person responsible for locating the materials in the schools and making them accessible for arranging them so they can be scanned with minimal lifting etc. for the scanning of barcodes.

Consideration should be given to when items will be scanned. Plan to have all textbooks from students, teachers, and classrooms/offices scanned and accounted for prior to the last day of school.

The School Management teams will manage the inventory through Destiny Textbook Manager. As the inventory is conducted, they will upload data and monitor the progress of the inventory. IT WILL BE NECESSARY TO PREPARE A VARIEY OF REPORTS TO INDICATE WHICH ITEMS ARE MISSING FROM THE INVENTORY. Consider where those materials might be located. Plan for a team member to locate and scan missing items when possible.

Provide Inventory Procedures to Staff

The purpose of a district wide inventory is to obtain an accurate accounting of textbooks at each school site. Let them know that overall, we will scan_____ textbooks worth_____. Our current reports indicate a total of _____ textbooks worth_____ are marked lost. The inventory will either confirm or rectify those numbers. As the team shares the inventory procedures, please help the staff understand the scope, importance and the purpose of tracking the task.

Suggested Inventory Timeline

1. Each school's library management team can begin inventory during the third week of May. This task will require after school hours which will be discussed at a later date. The Director of Elementary/Secondary Education will be in charge of the assigned allocated hours for each school's textbook management team. Involvement of District IT Personnel and the Project manager are required.

2. The textbooks, TE's and kits at each school site should be inventoried before students and staff leaves before summer vacation.

3. Inventories must be finished and a report indicating the Unaccounted for Copies are to be submitted to each school principal for his or her site within one week of the students' last day.

4. The School Management team will review each site's inventory and mark *Unaccounted for* textbooks and teachers' lost materials.

5. Each site's inventory should be finalized and the district textbook inventory will be closed within two weeks of the students' last day.

6. Each school's team leader should provide a Destiny Report to the principal and the principal should in turn send/or notify the district superintendent and the district site manager/or Director of Elementary/Secondary Education of each site's textbook inventory reports on or before the last week of June.

Part II Inventory Protocol and Procedures

Opening the District Inventory

Go to Textbook Manager then to Back Office then to Inventory. Your site has been assigned to a district textbook inventory.
Do NOT Start New inventory. The inventory is In Progress and is ready for you to begin scanning.

Inventory Protocol
District Inventory Specifications

1. Only textbooks and materials with barcodes are included in the inventory.
2. Student texts, kits and teacher editions/materials are included in the inventory determined by the district.
3. Textbook copies that are currently checked out are *Unaccounted for.*
4. Checked out textbooks will be checked in when scanned. This is true only when using a scanner attached to the computer.
5. Textbook copies that are Lost, In Transit, or Out for Repair are *Accounted for.*

Scanners
Your barcode scanner or a wireless scanner may be used to enter inventory data.

Every site was provided a wireless scanner and is responsible for the replacement if it is broken, lost, or stolen.

Upload Scans to Account for Each Barcode

Best Practices

1. To check in textbooks, scan student textbooks. Wireless scans must be uploaded to inventory frequently. Watch the screen to ensure the scan was processed.

2. Save all files in an inventory folder.

District-wide Inventory

All textbooks are the property of the East Orange School District and are tracked through Destiny Textbook Manager. A thorough inventory is to be conducted once a year to maintain an accurate record of textbook availability. Textbooks have been assigned to each site. It is imperative that every school participates in the district/school wide inventory to ensure textbooks that have been transported with students to new schools or are found at a new location, bookshelves, closets, desks, etc. are accounted for

Scanning Copy Barcodes vs. Uploading Barcode Files

The EOSD uses wireless scanners with the Destiny textbook manager; however there may be a time when both types of scanners to complete inventories are used. Destiny Textbook <Manager handles the information differently depending on how the barcode is inputted.

When scanning copies directly into Inventory using the wired barcode reader

1. An alert message appears at the top of the main Inventory page if there is a problem.
2. The copy status of any Lost textbook is changed to *Available.*
3. To view a list of barcodes scanned run the reports on the Progress Details page in Inventory

Monitor your screen for prompts to address issues as they arise.

When uploading a .txt file of scans into Inventory from a wireless scanner.

1. Lost copies remain lost.
2. Checked-out copies remain checked out.
3. To view a list of barcodes scanned in each.txt file open the Inventory Job Summary report in Job Manager.

Monitor Inventory Job Summary Reports to address issues with each upload.

Important to Know…….

To check in and inventory textbooks at the same time, upload the .txt file to Offline Circulation rather than Inventory.

Offline Circulations will touch Inventory, but Inventory does not touch Offline Circulations.

Inventory Job Summary Reports

Destiny makes an entry in the Job Summary for every barcode number in the uploaded .txt file. For most accurate results preview the job summary report and satisfy exceptions immediately.

Exception: "Skipped: Barcode number not found"
Solution: Add the copy to the textbook collection

Exception: "Barcode number has been accounted for, but is currently checked out and has a due date of date due
Solution: Enter the barcode on the main Inventory page or Check In Text page
Exception: "Barcode number is currently Lost
Solution: Enter the barcode on the main Inventory page or Check In Text page

Important to Know…..

If a textbook is marked Lost at School A and is scanned during inventory at School B, the book is marked *Available* at School B, the book is marked *Available* at School B and disappears from School A's inventory. This is only if the book has been purchased by the district and there is no shortage of that textbook in school A. If the book is a replacement which was purchased from the School A principal's account, then the book should be transferred back to School A or by principal agreement.

If a textbook is found without a barcode on the back inside cover or the inside barcode on the front of the book, attach a barcode and add the copy in Destiny Textbook Manager.

If a barcode has been removed, edit the copy by assigning a new barcode. Attach the barcode to the back cover and replace the inside sticker.

Transferring Textbooks

A key feature in Textbook Manager is the ability to transfer textbook inventory between sites. At-a-glance information lets textbook administrators know the availability and location of textbooks throughout the district and allows them to move textbooks in the database to sites that need them.

Transferring textbooks from a school with a surplus to a school with a shortage helps save the district money. While either the district or a school can initiate transfers with Textbook Manager, most districts have a policy that requires a school to request needed textbooks from the district; thus, the transfer process begins when the district receives the request.

A transfer can occur in three ways:

1. Site-Initiated Transfer
2. Site-to-Site Transfer (which does not involve the district at all)

A site-initiated transfer is probably the most typical and follows this general process:

1. The site with the shortage (site A) requests with a transfer notice for textbooks from another site (site B, the site with the surplus) after identifying the surplus in the school with Destiny Textbook manager.
2. The site with the surplus (sending school) prepares the textbooks and arranges to have the books hand delivered or the school in need can arrange to have books picked up. Make sure all books are counted before leaving the school and counted at the receiving at the school. The sending school will not do any scanning.
3. The receiving school will click *circulation* and scroll to *copy* status and then scan each barcode.
4. Once barcodes are scanned at the receiving schools, the textbooks will automatically delete from the sending school's list on textbook manager.

Part III Monitoring Your Inventory

Monitoring Inventory Progress

1. Go to Back Office>Inventory
2. Use % Complete to monitor how much of your textbook collection has been inventoried.
3. Use See Details or Run Report to monitor barcodes, titles, copy status (if checked out or lost, the status includes the patron name attached), and last seen dates.

Monitoring Lost Books and Fines

1. Go to Reports> Textbooks> Lost Textbooks and Fines
2. Click on Copies: <number> to view title, barcode, date marked lost, and if it was checked out, patron, current site, and fine amount.

Monitoring Textbook Check out by Teacher (MS/HS)

1. Go to Reports> Textbooks> Class List

Monitoring Textbook Check outs by Teacher (Elem)

1. Go to Reports> Patron> Current Checkouts/Fines

Part IV Finishing Your Inventory

Once every textbook at each school site has been scanned and inventoried, you are ready to provide your principal, textbook manager, and District Destiny Administrator, and Input manager of data with an inventory report of textbooks/ materials found and not found.

Copies that are *unaccounted for…..*

Go to Inventory> In Progress Inventories> Program Details

1. Your textbook inventory is finished. Click Finished and confirm that you are done with your part of the inventory. Then finalize your inventory and mark
2. *Unaccounted for* materials Lost.
3. Lost reports will be submitted to curriculum and the Superintendent.

Part V Textbook Collection

School Site Suggestions:

1. Decide how to organize and where to store textbooks.
2. Decide which collection option to use:
   - Teachers can collect textbooks from students during each class period.
   - Students can go to a central location during each class period with the corresponding textbook. (This option may could be relevant at the secondary level)
   - Students can return all textbooks issued to them in a central location.
3. Collect textbooks from both teachers and students.
4. Collect textbooks from both teachers and students.
5. Check the condition of each textbook to ensure that it is not damaged. Note the condition of the textbook in the software. Decide whether to assess students and teachers fines for damaged textbooks:
   - If assessing fines, decide whether to charge the full replacement cost or the depreciated value.
   - Decide when to mark unreturned as lost; for example, one day (or longer) after the due date.
6. Decide whether to start an inventory before textbook collection.

Resources: Hayes Software System/Mesa Public Schools, 2011/Destiny Procedures-Trainings EOSD/Follett Destiny White Paper, Library Media Selection VHS, Follett Software Company, 2013
Adopted: 28 January 2014

2551 **MUSICAL INSTRUMENTS**

The Board of Education will rent or purchase and maintain a supply of musical instruments for students enrolled in the instrumental music program at the beginning of each school year. Transfer students will be able to join the instrumental music program during any particular school year based on the availability of instruments.

If necessary, instruments will be redistributed among schools to satisfy the demand.

Instruments will be loaned only to those students whose parent(s) has agreed in writing to assure the safe return of the instrument.

All repairs and services for maintenance of musical instruments due to normal use will be the responsibility of school district however in the case of stolen instruments the parent(s) must provide a Police Report and be prepared to pay for the replacement of the Instrument. In addition damage due to abnormal use will be the responsibility of the parent(s).

No fee will be charged for the use of musical instruments as a part of the district instrumental music curriculum.

Adopted: 3 June 2009
Adopted: 12 June 2018

2560 LIVE ANIMALS IN SCHOOL

The Board of Education recognizes that the appropriate use of live animals as instructional resources can enrich the educational program. The observation and nurture of live animals can help children learn specific biological and behavioral principles and gain respect for all living things.

A staff member who uses live animals shall observe proper precautions for the safety of students and the animals. 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.

Any animal used in school must have been lawfully acquired in accordance with applicable state law and local ordinance. An animal susceptible to rabies must have been vaccinated against rabies and proof of such vaccination must be included with the request to bring a live animal into the school submitted to the Principal or designee before a live animal is brought onto school grounds or into a school building. No animal shall be permitted in any area of the school where a student who is allergic to the animal might be exposed to the animal.

A teacher or other qualified adult must assume primary responsibility for the animal, its nourishment, and its sanitary living conditions. The staff member in charge must make proper arrangements for the animal's care and feeding over weekends, holidays, and school vacation periods.

No experiment that deprives a living animal of nourishment or exposes the animal to harm shall be conducted.

A student in Kindergarten through grade twelve may refuse to dissect, vivisect, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. In the event the school program will require any such activities, the school will notify the student and parent(s) at the beginning of each school year of the right to decline participation in such activities. Within two weeks of the receipt of the notice from the school, the parent(s) shall notify the school if the right to decline participation in such activities will be exercised. Any student who chooses to refrain from participation in or observation of such activities shall be offered an alternative education project for the purpose of required by the course of study. A student may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal or animal part(s).

A student shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

N.J.S.A. 18A:35-4.25

Adopted: 3 June 2009
Adopted: 14 September 2010
Adopted: 14 November 2017

R 2560 **LIVE ANIMALS IN SCHOOL**

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 of 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. Teachers and students are advised to wash their hands before and after feeding, handling or cleaning animals.

C. 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.

Issued: 3 June 2009
Issued: 14 September 2010
Issued: 14 November 2017

2610 **EDUCATIONAL PROGRAM EVALUATION**

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. The Superintendent shall employ such tests and methods that will ensure decision making is data driven and a variety of sources of data are used to analyze and monitor student achievement and progress, as well as evaluate school programs. 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 that evaluate the progress of students and the effectiveness of staff members. The Superintendent shall use multiple (more than two) sources of data to monitor student achievement and the progress of students. The Superintendent shall also use multiple (more than two) sources of data to evaluate the effectiveness of programs, initiatives, and strategies.

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.S.A. 18A:7A-11
N.J.A.C. 6A:8-4.1 et seq.

Adopted: 3 June 2009
Adopted: 9 August 2016
Adopted: 12 March 2019

2622 **STUDENT ASSESSMENT**

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 assessment as he or she deem appropriate of the Core Curriculum Content Standards in accordance with the provisions of N.J.A.C. 6A:8-4.1 et seq. 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: 3 June 2009
Adopted: 11 September 2012
Adopted: 14 April 2015
Adopted: 9 August 2016
Adopted: 9 May 2017

R2622 STUDENT ASSESSMENTS

The New Jersey Department of Education, pursuant to State law and regulations, requires all students to take State assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. Therefore, the Board requires all students to take Statewide assessments and the Board cannot grant permission to a parent for their child to opt-out of required Statewide assessments. The procedures outlined below shall be followed in the event a parent refuses to have their child participate in a Statewide assessment.

A. Written Notice from Parent

1. A parent who refuses to have their child participate in a Statewide assessment shall submit a letter to the school Principal stating their child will not participate in a Statewide assessment.

2. The parent shall indicate in the letter the testing date(s) and the specific Statewide assessment(s) their child will not be taking.

3. The letter shall be submitted to the Principal at least five school days before the scheduled testing date.

4. The letter shall be maintained with the student's academic records.

B. Testing Date

1. A student whose parent has provided prior written notice informing the Principal their child will not be participating in a Statewide assessment will be required to report to the testing location on the date of the assessment.

2. The student will be removed from the testing location to an area in the building such as a study hall, media center, or other location in the school where the student can be supervised by a school district staff member.

3. A student not participating in a Statewide assessment will be provided an alternative educational activity during the testing time.

C. Attendance Recording

1. A student, whose parent has provided prior written notice informing the Principal their child will not participate in a Statewide assessment, who reports to school on the testing date shall be recorded as present in school.

2. A student, whose parent has provided prior written notice informing the Principal their child will not participate in a Statewide assessment, who does not report to school on the testing date shall be recorded as absent. This absence shall be recorded as an unexcused absence.

D. School District Response

1. There shall be no disciplinary consequence imposed upon a student who does not participate in a Statewide assessment in accordance with the provisions outlined in this procedure.

2. A student who does not participate in a Statewide assessment(s) will not receive any credit for the Statewide assessment(s).

Issued: 14 April 2015
Issued: 9 August 2016
Issued: 9 May 2017

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, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

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, parent(s), 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 Building Principal. A student classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.

Evaluation of Individual Student Performance

The Superintendent, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parent(s) and students, and able to be applied with consistency of interpretation. Computation of grade-point average and rank in class shall be uniform throughout the district. Evaluation and grading symbols shall be attended to appraise the student's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The Board of Education encourages the certified staff, under the direction of the Superintendent, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring student progress, including, but not limited to, recognized standardized achievement testing programs, written and oral teacher-made tests, performance observation, parent(s) interviews, formal and informal evaluation techniques, use of cumulative student records, and medical examinations.

The Superintendent shall have the right to review disputed grades and with Board approval to adjust them.

Testing

In addition to testing procedures established in Board policy, the school district shall establish and maintain a general testing program to:

1. Measure the needs and progress of individual students;
2. Measure the achievement of grade levels;
3. Allow comparison of district students with national or other norms; and
4. Aid in evaluation of programs.

The district testing program shall embody at least the tests required by State law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district.

School personnel shall not use tests, procedures, or other guidance and counseling materials which are differentiated or stereotyped on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.

Any requests for surveys, student observations, or student questionnaires must be forwarded through the Principal's office to the Superintendent's office for approval before any survey or observation can be conducted.

Individual results of standardized tests, including intelligence tests, shall be made available to parent(s) upon their request, but shall be considered confidential information to be available only to authorized persons. School and district test results shall be discussed in a public meeting.

Determining Class Rank

The Superintendent shall develop procedures for determining class ranking which take into account:

1. Records of transfer students; and
2. Honors and advanced courses.

Adopted: 3 June 2009
Adopted: 13 December 2016

R 2624 **GRADING SYSTEM**

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. Grades acknowledge a student's demonstrated proficiency in the New Jersey Core Curriculum Content Standards and locally established learning goals and objectives:

   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 and performance on tests and assessments,

   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 his/her 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 him/her at the outset of each course of study or unit of study.

2. Each student must be kept informed of his/her 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, parent(s) 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 at mid-point of 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(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.

D. Basis for Grading

The teacher responsible for assigning a grade should 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 Policy Nos. 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:

   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 achievements 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 or may not be modified by plus or minus signs.

2. The following grading scales and indicators shall be used:

   Kindergarten

   4 = Exceeds the Standard - (90 – 100%)
   3 = Meets the Standard - (70 - 89%)
   2 = Progressing Towards the Standard - (60 – 69%)
   1 = Below the Standard - (59% and Below)

Elementary Grades 1 – 5

A = 100 – 90 - (Excellent)

B = 89 – 80 - (Good)

C = 79 – 70 - (Average)

D = 69 – 60 - (Below Average)

F = 59 and below - (Failure)

Secondary Grades 6 - 12

Scholarship

A = Excellent

B = Good

C = Average

D = Below Average

F = Failure

I = Incomplete

M = Medical

3. A "pass" or "fail" grade may be given in a particular course of study.

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 of F in the subject.

5. Final grades, year-end or semester-end, will be calculated by assigning a numerical value to each marking period grade and dividing the sum of those values by the number of marking periods.

F. Citizenship Grades

A student's academic letter grade may be accompanied by the number code to one of the following citizenship grades, which expresses the student's effort and attitude.

Grades 1 – 5

Effort

E1 Works cooperatively and independently and completes all assignments
E2 Puts forth average effort
E3 Does not apply him/herself

Conduct

C1 Respects others; displays self-control; follows rules and routines
C2 Requires some corrective plan
C3 Violates class/school rules

Grades 6 – 12

Teacher Comments

1 Display courtesy and respect
2 Attends to teacher directions
3 Completes tasks to the best of his/her ability
4 Participates in class discussions
5 Willingly does more work than required
6 Works well independently
7 Comes to class prepared with books/materials
8 Is on time for class
9 Attends class on daily basis
10 Is cooperative with school personnel and peers
11 Has a positive attitude and is eager to learn

Needs

12 Needs to be prepared/come to class on time
13 Needs to be more regular in class attendance
14 Needs to be improve behavior/less disruptive
15 Needs to study thoroughly for tests/quizzes
16 Needs to make up all missed work promptly
17 Needs to improve class attitude/inattentive
18 Needs to improve upon classroom participation
19 Needs to complete assigned homework on time
20 Needs to apply him/herself lacks seriousness
21 Contact guidance for parental conference
22 Is in danger of failing the course for the year

G. Grade Validation

In order that he/she may justify a grade, each teacher is directed to retain in his/her possession the following records to validate grades awarded to students. The records should be kept for a minimum of six 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(s), the Principal, or other teaching staff members.

H. 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 paragraph E above) to substantiate any grade earned.

3. If a grade is challenged by a student or a parent(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.

4. If the parent(s) or student is not satisfied by the teacher's explanations, he/she 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, he/she will alter the grade on all records and indicate by whose authority the grade has been changed.

6. No reprisals will be taken in any form against a teacher who remains determined in his/her 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.

Issued: 3 June 2009
Issued: 13 December 2016

2631 NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM (QSAC)

The Board of Education and Superintendent of Schools will work with the New Jersey Department of Education to comply with the requirements of the New Jersey Quality Single Accountability Continuum (QSAC) system in accordance with the provisions of N.J.A.C. 6A:30-1.1 et seq. QSAC is the New Jersey Department of Education monitoring and evaluating system for public school districts. Public school districts in 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.S.A. 18A:7A-3 et seq.
N.J.A.C. 6A:30-1.1 et seq.

Adopted: 3 June 2009

2700 **SERVICES TO NONPUBLIC SCHOOL STUDENTS**

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.

For the purpose of this Policy, "district of attendance" shall mean the school district in which the nonpublic school is located.

A. Special Education and Related Services - N.J.S.A. 18A:46-19; N.J.S.A. 18A:46A-1; N.J.A.C. 6A:14-6

The Board of Education of the district of attendance, as required by Federal law and regulation under Part B of the Individuals with Disabilities Education Act (IDEA), shall provide a genuine opportunity for the equitable participation of students with disabilities who are enrolled in nonpublic schools or early childhood programs by their parents. The district of attendance shall make the final decisions with respect to the services to be provided to eligible students with disabilities enrolled in nonpublic schools or early childhood programs. Services shall be provided only upon the written consent of the parent and shall be provided in a location determined by the Board pursuant to N.J.S.A. 18A:46-19.5. The district of attendance shall spend an amount of money equal to a proportionate amount of Federal funds available under Part B of the IDEA for the provision of services to students with disabilities who are attending nonpublic schools.

The district of attendance, after timely and meaningful consultation with representatives of the nonpublic school, shall undertake a child find process in accordance with IDEA and its implementing regulations to determine the number of parentally placed children with disabilities attending nonpublic schools located within the district. As part of the child find process the district shall consult with private school representatives and representatives of parents of parentally placed nonpublic school children with disabilities in the design and development of special education and related services for such children in accordance with N.J.A.C. 6A:14-6.1(c)1. Furthermore, services may be provided by district personnel or through contracts with individuals, approved clinics, or agencies. In addition, services provided shall be secular, neutral, and non-ideological. Those procedural safeguards available to nonpublic school students with disabilities and their parents as specified by Federal law and rules under Part B of the IDEA shall apply in accordance with N.J.A.C. 6A:14-6.1(e).

If a nonpublic school student with a disability will receive special education or related services from the district, the district shall initiate and conduct meetings according to N.J.A.C. 6A:14-2.3(k) to develop, review, and revise a service plan for the student and ensure a representative of the nonpublic school or early childhood program attends each meeting pursuant to N.J.A.C. 6A:14-6.1(f)2.

The Board shall provide for the services of a certified speech-language specialist for each child attending a nonpublic school located in the school district and classified pursuant to N.J.S.A. 18A:46-8 as requiring the services of a certified speech-language specialist. Services for children enrolled in nonpublic schools shall be provided only upon the consent of the parent and shall be provided in a location determined by the Board pursuant to rules and regulations of the State Board of Education. The Board shall provide for such transportation and maintenance and the cost shall be paid from State aid received by the district in accordance with N.J.S.A. 18A:46-19.6. Contracts for speech correction services shall be in accordance with N.J.S.A. 18A:46-19.7. Costs and provisions for speech correction services shall be managed in accordance with N.J.S.A. 18A:46-19.7 and N.J.S.A. 18A:46-19.8.

The Board shall provide for the receipt of auxiliary services by children between the ages of five and twenty residing in the State and enrolled full-time in a nonpublic school located in the district in accordance with N.J.S.A. 18A:46A-3. Auxiliary services shall mean compensatory education services for the improvement of students' communication skills; supportive services acquiring communication proficiency in the English language for children of limited English-speaking ability; and home instruction services. Services for children enrolled in nonpublic schools shall be provided only upon the consent of the parent and in a location determined by the Board pursuant to rules and regulations of the State Board of Education. The cost of transportation for auxiliary services shall be managed in accordance with N.J.S.A. 18A:46A-6. Contracts for auxiliary services shall be managed in accordance with N.J.S.A. 18A:46A-7. Cost limitations for auxiliary services shall be managed in accordance with N.J.S.A. 18A:46A-8. Calculation of the costs by the Commissioner shall be managed in accordance with N.J.S.A 18A:46A-9.

B. Health Services - N.J.S.A. 18A:40-23 through 31; N.J.A.C. 6A:16-2.5

The Board shall provide nursing services for students who are enrolled full-time in a nonpublic school located in their district pursuant to N.J.S.A. 18A:40-23. The services shall include assistance with medical examinations; including dental screening, conducting screening of hearing examinations, the maintenance of student health records, and notification of local or county health officials of any student who has not been properly immunized; and conducting examinations of

students between the ages of ten and eighteen for the condition known as scoliosis. The Board shall adopt written policies and procedures extending the emergency care provided to public school students to those students who are enrolled full-time in the nonpublic school or are injured or become ill at school or during participation on a school team or squad in accordance with N.J.A.C. 6A:16-2.5(b).

Nursing services funded by the Board pursuant to N.J.S.A. 18A:40-23 et seq. shall be provided by a registered nurse licensed by the New Jersey State Board of Nursing who is an employee of the school district or a third-party contractor or is an independent contractor. The Board shall either employ a qualified independent contractor to provide nursing services or shall contract, pursuant to N.J.S.A. 18A:40-28, with other district Boards of Education or with a public or private agency approved by the Commissioner to provide nursing services, pursuant to N.J.A.C. 6A:14-5.2. Prior to any change in the provision of nursing services, the Board shall provide timely and meaningful consultation with appropriate nonpublic school representatives, including parents, pursuant to N.J.S.A. 18A:40-28.

The nursing services provided to nonpublic school students shall not include instructional services in accordance with N.J.A.C. 6A:16-2.5(f). A nonpublic school may decline nursing services required or permitted by submitting to the district of attendance notification in accordance with N.J.A.C. 6A:16-2.5(g). A student who is enrolled in a nonpublic school and whose parent objects to the student receiving any service provided under N.J.A.C. 6A:16-2.5 shall not be compelled to receive the service except for a physical or medical examination to determine whether the student is ill or infected with a communicable disease pursuant to N.J.S.A. 18A:40-30.

The Board of Education shall provide health services based upon the following: the funding for services shall be based upon the nonpublic school enrollment on the last school day prior to October 16 of the preceding school year; a report provided to the New Jersey Department of Education (NJDOE) by the district of attendance or nonpublic school that includes the nonpublic school enrollment on the last school day prior to October 16 of the preceding school year; and the funds expended by the district of attendance for administrative costs shall be limited to the actual costs or six percent of the funds allocated annually for each participating nonpublic school, whichever is less. Administrative costs shall include, but not be limited to, the costs related to the district of attendance annual consultation, bidding, program and contract management, and oversight and quality control.

The Superintendent or designee of the district of attendance in which a nonpublic school is located shall confer annually with the administrator of the nonpublic school for the following purposes: to advise the nonpublic school of the amount of funds allocated to it by the NJDOE for the provision of health services for full-time students enrolled in the nonpublic school; to agree on the basic health services that shall be provided; the additional medical services, equipment, or supplies that may be provided as set forth in N.J.S.A. 18A:40-23 et seq.; to discuss the criteria to be used in the selection of a nursing service provider by the district of attendance for the nonpublic school; and to ascertain the level of satisfaction of the nonpublic school with the current nursing service provider. If the Superintendent or designee and the nonpublic school administrator cannot reach agreement regarding the health services and additional medical services to be provided, the County Office of Education shall provide assistance; to assure that a description of the provision of nursing services is reflected in the nursing services plan of the district of attendance; and to ensure nonpublic school students in the district of attendance who are knowingly without medical coverage have access to the New Jersey FamilyCare program and to make information accessible regarding the program to the nonpublic school students, pursuant to N.J.S.A. 18A:40-34. The Superintendent or designee must submit a report to the Executive County Superintendent on or before October 1 annually in accordance with N.J.A.C. 6A:16-2.5(k).

C. Textbook Aid to Public and Nonpublic Schools - N.J.S.A. 18A:58-37 et seq.; N.J.A.C. 6A:23A-20 et seq.

N.J.S.A. 18A:58-37.3 requires the Board in which a nonpublic school is located to purchase and to loan, without charge, upon individual requests, textbooks to students in the nonpublic school or schools located within the district of attendance when such students are residents of the State. The Board shall not be required to expend funds for the purchase and loan of textbooks in excess of the amounts provided in State aid. Students who are enrolled in a nonpublic school whose parents do not maintain a residence in this State are not eligible to receive such textbooks. Students who are enrolled in a nonpublic school whose tuition is paid by the district of attendance are not eligible to receive such textbooks. The Board shall distribute to all students on an equitable basis existing book stocks and newly purchased textbooks purchased pursuant to N.J.S.A. 18A:58-37.1 et seq. The Board shall not discriminate against students in either public or nonpublic schools.

An individual written request for the loan of textbooks shall be signed by the parent(s) of nonpublic school students and shall be submitted directly to the Board of the district of attendance or may be forwarded collectively by the nonpublic school. Requests must be received by the Board by March 1 preceding the school year. All individual requests must be made in accordance with N.J.A.C. 6A:23A-20.3.

In accordance with N.J.A.C. 6A:23A-20.4, all textbooks purchased under the provisions of N.J.S.A. 18A:58-37.1 et seq. shall remain the property of the district which shall indicate such ownership in each book by a label. The Board shall be responsible for the receipt of the textbooks from the vendor and inventory of such textbooks. The Board may require that the textbooks be returned to the district at the end of the school year or may enter into agreements with the nonpublic schools to store such books. In the event of such an agreement, the Board shall not pay storage charges of any kind to a nonpublic school for this service.

The Board's accounting entries in relation to expenditures for the purchase of textbooks shall be managed in accordance with N.J.A.C. 23A-20.5.

N.J.S.A. 18A:40-23 through 31; 18A:46-19;
18A:46A-1; 18A:58-37 et seq.
N.J.A.C. 6A:14-6; 6A:16-2.5; 6A:23A-20 et seq.

Adopted: 3 June 2009
Adopted: 14 November 2017

2701 SCREENING CRITERIA FOR GRADE ACCELERATION

The board recognizes that personal, social, physical and educational growth of children will vary. Each student shall be assigned to the learning situation best suited to his/her needs, and each student shall be encouraged and assisted to progress through the educational program in a continuous growth pattern of achievement according to New Jersey Core Content accumulative progress indicators.

The superintendent shall direct development of and the board shall adopt procedures to govern progress of students through levels PreK-12. These procedures shall be constantly evaluated in light of the school district's goals, objectives and philosophy.

Whenever exceptions are contemplated in a student's normal progression from level to level, pertinent information about the student's pattern of achievement from appropriate staff, administrators/supervisors, and, in consultation with the Assistant Superintendent of Curriculum and parents/guardians, shall be considered. The final decision about acceleration in all cases shall rest with the school principal and the Assistant Superintendent of Curriculum.

Approved: 14 October 2014
Approved: 11 August 2015

R2701 - SCREENING CRITERIA FOR GRADE ACCELERATION

Screening Criteria for Grade Acceleration

A. Multi-disciplinary team, including but not limited to the Literacy Coaches, Curriculum Supervisors, Master teachers, CST members and additional classroom teachers shall assess the student.

B. Acceleration for Students in Grades Pre-K-8

1. Acceleration is an educational intervention that moves students through an educational program at a faster than usual rate or given a younger than typical age.

2. Students considered for acceleration must be approved by the Assistant Superintendent for Curriculum and Instruction to be prescreened at the school level and have the following documented as part of their academic portfolio:

a. A formal written request submitted to the Superintendent requesting consideration for grade acceleration.

b. Written documentation from the Principal supporting the request.

c. A level of mental development above the mean for the grade considered for acceleration

d. A demonstrated skill level in reading and mathematics above the mean for the grade considered for acceleration

e. The ability to adjust socially/emotionally

C. The following multiple assessments are required to determine acceleration; assessments will be coordinated by the Assistant Superintendent for Curriculum and Instruction.

Multiple Assessments to Determine Appropriate Acceleration

For Grade Acceleration from Pre-K (3) & (4) to Kindergarten

Identification of student as gifted or talented as evidenced by an evaluation by an independent practitioner, such as a child psychologist or learning consultant, at the expense of the parent.

The Gifted Child Clinic located in Metuchen, NJ

Wechsler Preschool and Primary Scale of Intelligence (Score of 120 or above).

FOR GRADE ACCELERATION FROM KINDERGARTEN TO GRADE 1

The kindergarten student must be identified as gifted and talented. Below is the gifted and talented identification procedure.

Identification Procedure: P.E.A.K. – Kindergarten Program

A. Seek recommended students to be screened from any of the following sources:
- Teacher Recommendations
- Parent Recommendations

B. Obtain parental consent to administer OLSAT (Otis Lennon School Ability Test)

C. Interview the student or have him/her complete a project/product that illustrates exceptional ability.

D. Complete the following sections of the Data Summary Profile:

1. Reichert Early Childhood Teacher Inventory

2. Achievement Teacher Nominations

3. Rating Scales and Nominations

Reichert Early Childhood Teacher Inventory

1. (29-32) =5
2. (25-28) =4
3. (21-24) =3
4. (17-20) =2
5. (13-16) =1

Teacher Nomination Form

1. (14-15) =5
2. (12-13) =4
3. (10-11) = 3
4. (8-9) =2
5. (6-7) =1

E. Total each of the weighted columns. Count the number of criteria used and calculate the total Screening Score.

F. Check the appropriate box. (Yes= 3.5 or Higher or No)

G. Sign next to the Quest teacher's signature and enter the date.

The following screenings/ assessments and /or observations will be done in addition to the administration of gifted and talented screening:

Screenings/ Assessments/ Observations	Administered By
Oral Peripheral Examination Goldman Fristoe Test of Articulation Preschool Language Scale – 5th Edition	Speech Language Pathologist
Early Screening Inventory (ESI-K)	PIRT Social Worker
Emerging Literacy Survey by Journeys (Journey-Kindergarten Curriculum) Administered, criterion referenced tests that measure unit reading and writing skills. Benchmark Tests, provided twice per year, are designed to track progress in essential reading skills.	Literacy Coach
General observation for Social/ Emotional skills	PIRT – Behavior Specialist/LDTC
General observation for Social/ Emotional skills	CPIS – LCSW

For Grade Acceleration from Grade 1 – 8

A. Standardized Intelligence Test as administered by a member of the Child Study Team.

B. K-2 Literacy Assessment/3-5 Reading Assessment.

C. Standardized or State-Developed Test Scores.

D. Benchmark Assessment for Specific Subject Mastery

E. General Observation of Social/Emotional Skills

High School Acceleration

Grade placement for high school students is based on credits earned. Students may accelerate placement by presenting transcripts showing course titles, passing grades [transcript should include grading system]. Students may submit college course transcript showing college courses with course description [from the college/university catalog] to assess equivalency and credits earned. Graduation eligibility is based on earning required credits [state minimum for 2016 through 2018 is 121 and passing standardized assessment in Literacy and Mathematics or state-approved alternative assessment] and passing the required courses.

Timeline for Grade Acceleration

	FALL SEMESTER TIMELINE	SPRING SEMESTER TIMELINE
Application Due	First week in September	First week in April
Test Administration	Second and third week in September	May
Test Results to School and Parent	Fourth week in September	June
Advance Student One Grade	No later than October 15	September

Approved: 11 August 2015