

RUTHERFORD BOARD OF EDUCATION
WORKSESSION – MARCH 1, 2010

The Worksession Meeting was called to order at 7:30 P.M. in the High School Cafeteria by President Casadonte with the Pledge of Allegiance to the Flag. On roll call the following members were present: Mrs. Ahmed, Dr. Fiume, Mr. Griggs, Mr. Jasko, Mrs. Jones, Mr. McLean, Mr. Novosielski, Ms. Scuro and Mr. Casadonte. Ms. O’Keefe, Mr. Brown, and Ms. Singh were also present for the meeting.

N.J. OPEN PUBLIC MEETINGS LAW

The New Jersey Open Public Meetings Law was enacted to ensure the right of the public to have advance notice of and to attend the meeting of public bodies at which any business affecting their interests is discussed or acted upon. In accordance with the provisions of this Act, the Rutherford Board of Education has caused notice of this meeting to be published by having the date, time and place thereof posted on the bulletin board outside the Borough Clerk’s Office, mailed to the News Leader, Herald, South Bergenite, and the Record newspapers, and filed with the Borough Clerk.

TAPING AND BROADCASTING OF MEETINGS

As approved by the Rutherford Board of Education, we are taping and broadcasting our worksessions and regular meetings. These meetings will be broadcast without editing during a two-hour time segment on Tuesday evenings at 8:00 PM on the Comcast public access channel and on FiOS Channel 38. At the conclusion of the two-hour segment, the broadcast will end regardless of what part of the meeting is currently being viewed due to the Comcast time constraint. Any member of the public who wishes to view the two-hour tape should make a written request to the Board Secretary who will have a copy of the tape made available within two weeks of the request. There will be a nominal fee charged for this tape reproduction. We welcome comments from residents viewing the broadcast.

MINUTES APPROVAL

1A. Resolution by Mr. Novosielski, seconded by Mrs. Ahmed.
BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION that the minutes of the Regular Meeting and Executive Session of February 8, 2010 be approved as recorded.

Roll Call Vote:

Mrs. Ahmed – aye	Mr. Griggs – aye, abstained on Part 2 of Executive Session	Mr. McLean – aye
Mr. Casadonte – aye	Mr. Jasko – aye	Mr. Novosielski – abstain
Dr. Fiume – aye	Mrs. Jones – aye	Ms. Scuro – aye

SPECIAL PRESENTATION

- **2010 - 2013 Technology Plan - Ms. Barbara O’Donnell, Supervisor of Technology and Business Education**

REPORT OF THE PRESIDENT

- Pres. Casadonte reported that the Academic Decathlon Team will compete on 3/7/10.
- Various upcoming school events were announced.
- The date for the Public Hearing on the budget will be held on Monday, March 29, 2010.

REPORT OF THE STUDENT REPRESENTATIVE TO THE BOARD

- Ms. Singh reported on testing schedules, extra-curricular activities and sports updates.

MEETING OPEN TO THE PUBLIC (Action Items Only) 8:09 P.M. No comments made.

NEW BUSINESS (Action to be Taken)

PERSONNEL:

Motion by Mrs. Ahmed, seconded by Mr. McLean to approve Personnel Items #1A and #2A.

DAVID STASIAK

1A. Motion to accept the resignation of Mr. David Stasiak, long-term music substitute at Washington and Lincoln Schools, effective 2/18/10.

JUDITH GIOIA

2A. Motion to accept, with regret, the retirement of Mrs. Judith Gioia, grade 1 teacher at Washington School, effective 6/30/10.

Roll Call Vote Personnel Items #1A and #2A:

Mrs. Ahmed – aye	Mr. Griggs – aye	Mr. McLean – aye
Mr. Casadonte – aye	Mr. Jasko – aye	Mr. Novosielski – aye
Dr. Fiume – aye	Mrs. Jones – aye	Ms. Scuro – aye

FINANCE:

APPROVAL OF BILLS

1A. Resolution by Dr. Fiume, seconded by Mrs. Ahmed.
 BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION that the bills listed below be approved.

Accounts Payable	\$ 549,052.82
Offline Checks	233,814.05
Payroll	1,195,240.78
General Activities	40,088.68
Total	\$2,018,196.33

Roll Call Vote Finance Item #1A:

Mrs. Ahmed – aye	Mr. Griggs – aye	Mr. McLean – aye
Mr. Casadonte – aye	Mr. Jasko – aye	Mr. Novosielski – aye
Dr. Fiume – aye	Mrs. Jones – aye	Ms. Scuro – aye

NEW BUSINESS: (Action will not be taken)

PERSONNEL:

Chairperson Ahmed reported on the items to be acted upon at the March 8, 2010 Regular Meeting.

PERSONNEL:

Motion to move the following resignations, retirements, salary adjustments, reassignments, appointments, etc., as recommended by the Superintendent of Schools, pending approval from the State Department of Education, subject to the New Jersey Criminal Background Check and other legal requirements.

DENNIS MITCHELL

1. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to re-employ Mr. Dennis Mitchell, third shift custodian at the high school, through 6/30/10.

JAMIE NOWAK

2. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION for the Child Study Team to utilize the services of Ms. Jamie Nowak to provide a Listening Program at the hourly rate of \$35.00.

LINDA VAN DIEN

3. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION for the Child Study Team to utilize the services of Ms. Linda Van Dien to provide a Listening Program at the hourly rate of \$35.00.

TEST PREP COURSE

4. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following additional test readiness course in math for the 2009-2010 school year to prepare students for the NJASK7:

<u>Union</u>			
NJASK7 - <u>Math</u>	Steven Titus	- 1 section	\$600

KELLY HOLMES

5. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to employ Ms. Kelly Holmes as a teacher assistant at Lincoln School effective 3/8/10 through 6/30/10 for 6.25 hours per day, 5 days per week, at the hourly rate of \$17.97 (step 2). This is a replacement position for a teacher assistant on leave.

SUBSTITUTE SERVICE

6. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the contract with The Substitute Service, LLC for the 2010-2011 school year at the annual rate of \$9,999.68.

BERNADETTE CLARE

7. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve a disability leave with pay for Ms. Bernadette Clare, kindergarten teacher at Washington School, effective April 12, 2010 through twenty (20) days following the birth of her baby, to be followed by a child rearing leave of absence under the Family Leave Act without pay, through June 30, 2010.

ROBERT KLIE

8. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to employ Mr. Robert Klie as the acting assistant principal at the high school for the 2010-2011 school year at the per diem rate of \$495.00 (not to exceed 200 days).

CURRICULUM AND INSTRUCTION:

Chairperson Novosielski reported on the meeting of the Curriculum Committee and items to be acted upon at the March 8, 2010 Regular Meeting.

HOME INSTRUCTION

1. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve home instruction for Student "K" (name on file in the office of the superintendent) effective 2/3/10.

OUT-OF-DISTRICT PLACEMENTS

2. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following out-of-district placements (names on file in the office of special services):

Student #2009022 - SBJC Maywood - effective 2/23/10 - Tuition: \$50,675 plus trans.
Student #2009020 - SBJC Rutherford - effective 3/1/10 - Tuition: \$17,220

CURRICULUM GUIDES

3. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following revisions (unless otherwise noted) to curriculum guides for the 2010-2011 school year:

Business

- Exploration in Business - Grade 8

Career Education

- Career Transition 1A; 1B; 2A; 2B; 3A; 3B; 4A; 4B

Gifted and Talented **(NEW)**

- Philosophy "The Way"

Health and Physical Education

- Driver Education - Grade 10 Health
- Health Education - Grade 12
- Physical Education - Grades 9-12

Language Arts

- HSPA Language Arts Literacy
- Research Methodology
- Writing Program for NJASK, HSPA and SAT Preparation
- Writing the College Essay

Mathematics

- Mathematics - Kindergarten
- Mathematics - Grade 1
- Precalculus
- Honors Calculus

Science

- Science - Grade 2
- Science - Grade 3
- Science - Grade 4
- Chemistry
- Honors Chemistry

World Languages

- Spanish 3

Social Studies

- Kindergarten
- Grade 1
- Grade 2

TEXTBOOK ADOPTIONS 4. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following textbook adoptions for the 2010-2011 school year for use in grade 10 chemistry and honors chemistry:

Chemistry - Wilbraham, Staley, Matta, Waterman © 2008 - Pearson Prentice Hall - \$78.97

Modern Chemistry - Davis, Frey, Sarquis © 2009 - Holt, Rinehart & Winston - \$75.95

2010-2013 TECHNOLOGY PLAN 5. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the district's Technology Plan 2010-2013.

FINANCE:

Chairperson Fiume reported on the items to be acted upon at the March 8, 2010 Regular Meeting.

PARENT TRANSPORTATION CONTRACT 1. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve parent transportation contracts for the following student (name on file in the office of special services):

#2009014	P.G. Chambers School - 97 days @ \$32.24 per diem 1/25/10 through 6/23/10	\$3,127.28
----------	--	------------

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS GRANT 2. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the submission of the application for the Readiness and Emergency Management for Schools grant (CFDA #84.184E) FY 2010 in the amount of \$152,136.00.

2010-2011 BUDGET 3. Discussion of appropriations, possible reductions and anticipated revenues.

POLICY:

Chairperson Griggs reported on the items to be acted upon at the March 8, 2010 Regular Meeting.

GOALS AND OBJECTIVES 1. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following revisions to Policy #6010 Goals and Objectives on second reading:

**BOARD OF EDUCATION
RUTHERFORD**

**INSTRUCTION
6010/ page 1 of 3**

GOALS AND OBJECTIVES

The mission of the Rutherford Public Schools is to provide for the education of all children residing in the borough of Rutherford. The Board of Education accepts the responsibility for coordinating the available resources of home, school and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically and socially in a democratic society.

The board is dedicated to ensuring that all students in the district are provided with the necessary skills and competencies for achievement of the state-approved Core Curriculum Content Standards.

- A. The high school graduation rate shall be at least 90 percent.
1. The district shall provide least restrictive, alternative programs for students with disabilities.
 2. The district shall provide dropout prevention programs for pupils at risk.

- B. Pupils shall leave grades four, eight and 11-12 having demonstrated competency in challenging subject matter including language arts/literacy, mathematics, science, social studies, health and physical education, visual and performing arts and world languages.
1. The district shall implement the state-approved Core Curriculum Content Standards and appropriate assessments to enable pupils to succeed and to evaluate their performance.
 2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor teaching staff members progress toward achievement of the required 100 clock hours of continuing education to ensure that they are obtaining and maintaining the skills to help all students achieve the Core Curriculum Content Standards.
- C. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, ethical behavior further learning, and productive employment in our modern economy.
1. The district shall provide students with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills.
 2. All pupils shall demonstrate competency in the skills identified in the cross-content workplace readiness standards.
 3. All pupils shall demonstrate respect for and tolerance of racial, cultural, ethnic and religious diversity.
 4. All students shall be instructed in and demonstrate an understanding of ethical conduct and be encouraged to engage in ethical behavior.
- D. All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world.
1. The district shall maintain its curriculum offerings in science and mathematics according to state standards.
 2. The district shall provide staff training in the teaching of mathematics and science at grades K-12 to increase teachers' understanding of and ability to teach these subjects.
- E. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning.
1. The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.
 2. The district shall provide programs and staffing to deal with pupils at risk.
 3. The school and community shall expand their cooperative efforts to create drug and violence-free environments.
 4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

The board shall develop, in consultation with the chief school administrator and teaching staff members, educational plans for the district. These shall be reviewed and adopted annually and shall include:

- A. Written educational goals;
- B. An assessment of pupil needs;
- C. Specific annual objectives based on identified needs and action plans to implement them;
- D. Standards for assessing and evaluating the achievement of objectives;

- E. The establishment of reasonable pupil minimum proficiency levels in the areas addressed in the Core Curriculum Content Standards;
- F. An educational program consistent with these goals, objectives, standards and needs;
- G. Evaluation of pupil progress.

Adopted: September 8, 2003

Revised: March 10, 2008

Revised:

Legal References: N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
N.J.S.A. 18A:7F-1 through -34 Comprehensive Education Improvement and Financing Act
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.A.C. 6A:30-1.2 ~~Definitions~~
N.J.A.C. 6:8-1.1 ~~Words and terms defined~~
N.J.A.C. 6:8-2.1 ~~Reporting requirements~~
N.J.A.C. 6:8-2.2 ~~School level planning~~
N.J.A.C. 6:11-13.1 6A:9-15.1 et seq. Required Professional Development for Teachers
N.J.A.C. 6:19-1.1 et seq. ~~Comprehensive Educational Improvement and Financing Program~~
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
See particularly:
N.J.A.C. 6A:8-1.2 through -1.3, -2.1, -4.4
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
Manual for the Evaluation of Local School Districts (August 2000)
~~P.L. 103-227, GOALS 2000: Educate America Act (Pro-Children Act of 1994)~~

CAREER EDUCATION

2. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following revisions to Policy #6142.12 Career Education on second reading:

BOARD OF EDUCATION RUTHERFORD

INSTRUCTION 6142.12/page 1 of 2

CAREER EDUCATION

Career Awareness

The board of education believes that constructive attitudes and concepts involving the dignity of all kinds of work belong in the curriculum from the beginning grades. Therefore, in fulfillment of the Core Curriculum Content Standards, the board shall develop and implement a comprehensive guidance and counseling system that facilitates career awareness and exploration for all students. The board shall ensure that educational programs shall continuously expose pupils to the nature of the wide variety of careers available and shall include structured learning experiences as rigorous activities, integrated into the curriculum and linked to the Core Curriculum Content Standards. In order to be better prepared for the 21st century, Rutherford students will develop an Individualized Learning Plan (ILP) with their counselor based on a career strand. The ILP will begin to be developed in grade 6. Elective courses in high school will be chosen based on the career strand chosen by the student.

~~The cross-content workplace readiness standards shall be infused into the curriculum throughout the grades in age appropriate activities. The standards are:~~

- A. ~~All students will develop career planning and workplace readiness skills.~~
- B. ~~All students will use technology, information and other tools.~~
- C. ~~All students will use critical thinking, decision-making and problem-solving skills.~~
- D. ~~All students will demonstrate self-management skills.~~
- E. ~~All students will apply safety principles.~~

The 21st Century Life and Career Standards shall be infused in each career strand and be a part of each student's ILP. The standards are:

- A. All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
- B. All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
- C. All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.
- D. All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

When any hands-on experience requires use of power tools, etc., all eye protection and other appropriate safety regulations shall be observed.

Career Exploration

The board shall develop and implement a program of career exploration that:

- A. Develops an Individualized Learning Plan which fosters career exploration and develops 21st Century Life and Career Skills.
- B. A- Offers high school students the opportunity to explore career interests strands within, but not limited to, arts and humanities; media, business, and information systems; finance, entrepreneurship, engineering, mathematics, science and technology; , design and manufacturing, education, social and health and human services;
- B. C. Addresses district resources, community needs and student interest;
- C. D. Allows the board to select an appropriate delivery format that may include an integrated curriculum based on the Core Curriculum Content Standards or specialized programs that reflect the needs of students and the community; and
- D. E. Instills the concept of the need for continuous learning throughout one's life.

The board will support a program of vocational education that shall include the enrollment of pupils in a program of vocational education outside this district, provided that such program is not offered in this district and provided that such enrollment has been approved by the board and parent/guardian of the pupil.

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

Adopted: December 8, 2003

Revised:

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:38-36 Employment certificates to part-time pupils
N.J.S.A. 18A:40-12.1, -12.2 Protective eye devices required for teachers, pupils and visitors in certain cases

<u>N.J.S.A.</u> 18A:54E-1	Business and school partnerships
through -5	
<u>N.J.A.C.</u> 6:4-1.5	School and classroom practices
<u>N.J.A.C.</u> 6:8-2.1	Reporting requirements
<u>N.J.A.C.</u> 6:8-4.1	Review of mandated programs and services
<u>N.J.A.C.</u> 6:29-1.1 <u>et seq.</u>	Health, Safety and Physical Education
See particularly:	
<u>N.J.A.C.</u> 6:29-1.3(a)6iii,	
1.7(f)	
<u>N.J.A.C.</u> 6:53-1.1 <u>et seq.</u>	Vocational Education Safety and Health Standards
<u>N.J.A.C.</u> 6A:8-3.2	Career awareness and exploration
<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts (August 2000)

BASIC SKILLS

3. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the revisions to Policy #6146.6 Basic Skills on second reading:

**Board of Education
RUTHERFORD**

**Instruction
6142.6**

BASIC SKILLS

In order to provide district pupils with the basic tools necessary for achievement of the Core Curriculum Content Standards, the board directs development of strong basic skills courses at all levels of the schools.

The chief school administrator shall work with staff to:

- A. Infuse instruction in basic skills into courses of study at all grade levels and ensure the articulation of those skills from grade to grade.
- B. Actively seek innovative and remedial programs to ensure that all district pupils acquire the basic skills suited to their grade level and capacity.

The district shall administer state tests as required and may administer standardized tests as appropriate to determine student achievement levels in basic skills. A child ~~shall~~ may participate in a remedial education program as long as he/she does not meet minimum proficiency levels.

Adopted: February 9, 2004
Revised:

Legal References: N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
N.J.A.C. 6:8-1.1 Words and terms defined
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
See particularly:
N.J.A.C. 6A:8-3.1, -4.1
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1998 (P.L.100-297)

ATTENDANCE IN BASIC
SKILLS PROGRAM

4. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following revisions to regulation #6142.6R Attendance in Basic Skills Programs on second reading:

BOARD OF EDUCATION
RUTHERFORD

INSTRUCTION
R6142.6 1 of 2

REQUIRED ATTENDANCE IN BASIC SKILLS IMPROVEMENT PROGRAM (BSIP)

In each school district in New Jersey, K-12 pupils whose proficiency in basic communication and computation skills is below statewide standards are required to be entered reviewed for entry into education programs designed to remediate their deficiencies. These programs ~~require~~ offer diagnostic, remedial, and skill maintenance activities designated to promote progress by each pupil to at least the level of statewide standards.

~~The intent of the statute and regulations clearly show that the enrollment of pupils who do not meet minimum statewide proficiency levels in remedial education programs is fully as mandatory as the statutory requirements for high school graduation. Accordingly, it is fair to say that there is no parental right to have a child removed from a basic skills improvement program. Any child who does not meet minimum proficiency levels on state assessments or scores below the 50th national percentile on a district approved standardized test will be required reviewed to receive basic skills instruction. For tests other than the state assessments, Multiple measures are applied for entry and exit. This is especially important due to the fact that high school students will be required to pass a state graduation exam. These multiple measures shall include but are not limited to: performance on statewide assessments, performance on standardized assessments, performance on benchmark assessments, class grades, teacher evaluation, and parent information.~~

A Basic Skills Improvement Program is defined as one of the following:

1. A "pull out" remedial program of small group or individual instruction taught by a basic skills improvement teacher;
2. A specially scheduled remedial section that usually is smaller in size than a regular class and may utilize specialized materials;
3. Having the BSI basic skills teacher go into the regular classroom and work with basic skills students;
4. ~~In unusual instances where none of the above can be scheduled, A program can be developed whereby the classroom teacher or subject specialist that gives specialized individualized attention during the regular class session. This, ~~however,~~ would requires a written planned program designed to meet the student's deficiencies as shown on the standardized assessments or the equivalent thereof.~~
5. An individual program developed and monitored by the basic skills teacher that addresses the student's weaknesses and is completed independently by the student.

~~For those instances when A parent is dissatisfied with shall be notified about the student's eligibility for a program, he/she and should be given an opportunity to provide input and additional information related to the program, ~~request and make statements in support of a different program.~~ The principal and teacher should then determine which program is appropriate to bring the student up to the acceptable standard.~~

The district will periodically review the program to define the options available to pupils to develop alternative strategies for the acquisition of skills, and to evaluate the effectiveness of the program for different populations.

Any student whose performance on state assessments/district assessments falls below the proficiency level for two consecutive years shall be required to participate in a Basic Skills program.

Appeal Procedure:

Parents who are dissatisfied with the principal's or teacher's program placement may appeal the placement to the BSI Program Coordinator who is the Superintendent of Schools or his/her designee. The decision of the Superintendent of Schools is final.

Approved: February 9, 2004
Revised:

INTERSCHOLASTIC
COMPETITION

5. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following revisions to Policy #6145.1 Interscholastic Competition on second reading:

**BOARD OF EDUCATION
RUTHERFORD**

**INSTRUCTION
6145.1/page 1 of 6**

INTERSCHOLASTIC COMPETITION

The board considers all competitive extracurricular activities--academic, artistic and athletic--an integral part of the total educational program. Competitive activities shall be under the same administration and control as the rest of the school program and closely articulated with it.

Competitive activities can provide pupils with valuable experiences and opportunities. In this district, the emphasis in any competition--intramural or interscholastic--shall be on providing such experiences and opportunities rather than on producing winning teams or providing entertainment. Practice for or performance in any competitive event shall not interfere with the regular educational program.

The board shall approve all proposed interscholastic competition, either as a schedule or as a discrete event, whichever is appropriate. The board must approve membership in any leagues, associations and conferences, and any agreements with other schools for a series of games or events. Contests of any kind between and among the schools of the district shall be approved by the chief school administrator.

The board shall appoint coaches, advisors, physicians and other necessary supervisory personnel upon recommendation of the chief school administrator. The chief school administrator shall also ensure that training programs/regulations are developed for all extracurricular athletic activities and that all physical facilities involved in any competition in which district schools take part shall be adequate, safe and sanitary.

Public recognition shall be given to participants in academic or artistic competitions in the same measure as to athletic competitors. The district's affirmative action resolution and plan for equity in school and classroom practices shall apply to determining eligibility for competition, approval of each competitive activity in which pupils officially represent the district, and district expenditure to provide facilities and coaches.

Parental Consent

No pupil may participate in a school-sponsored physical activity outside the regular physical education curriculum without a signed consent form from a parent/guardian naming the activity and acknowledging that the activity may be hazardous.

Academic Eligibility

Academic standards for eligibility shall be those established by the New Jersey Interscholastic Athletic Association(NJSIAA).

Attendance Standards

Attendance standards shall be those set in policy 5113 Absences and excuses. In particular, a pupil shall not participate in a performance, exhibition, practice or athletic event unless he/she has been present in school that day or has been absent for an excused reason other than for sickness.

Disciplinary Standards

Disciplinary standards are based on board policies 5114 Suspension and expulsion and 5131 Conduct/discipline. Pupils serving a suspension may not practice, perform or compete. The chief school administrator and the building principal shall decide at the end of a suspension whether the pupil may return to practice and competition.

Special Education Pupils

To participate in interscholastic competition, special education pupils must meet the same requirements listed above in conformity with IEPs.

Physical Eligibility

All pupils in grades nine through 12 participating in interscholastic athletics must be given a medical examination within 365 days prior to the first practice session, with a health history update if the examination was completed more than 60 days prior to the first practice session of the first sport participated in. The medical examination shall be given at the student's medical home, as defined in file code 5141.3 Health examinations and immunizations. If a student does not have a medical home, the school physician shall conduct the medical examination. Examinations shall be made available throughout the school year consistent with the district athletic schedule. The examination shall be documented on the form approved by the commissioner of education and include, as a minimum, the components listed in the administrative code. In the event a private physician is used, the medical examination shall not be at the expense of the board of education.

The parents/guardians shall be sent written notification signed by the examining physician testifying to the pupil's physical fitness to participate in athletics. The reason for the physician's disapproval of the pupil's participation shall be included in the notification. The health findings of the medical examination for participation in athletics shall be made part of the general health examination record.

The chief school administrator shall present to the board for adoption procedures for administration of the required medical examination. The procedures for the medical examination to determine the fitness of a pupil to participate in athletics shall include a form for a medical history to be filled out and returned by a parent/guardian and a form to be filled out by the examining physician.

The medical examination to determine the fitness of a pupil to participate in athletics shall include, as a minimum, the following:

- A. A medical history questionnaire, completed by the parent/guardian of the pupil, to determine if the pupil:
 - 1. Has been medically advised not to participate in any sport, and the reason for such advice;
 - 2. Is under a physician's care and the reasons for such care;
 - 3. Has experienced loss of consciousness after an injury;
 - 4. Has experienced a fracture or dislocation;
 - 5. Has undergone any surgery;
 - 6. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;
 - 7. Has allergies including hives, asthma and reaction to bee stings;
 - 8. Has experienced frequent chest pains or palpitations;
 - 9. Has a recent history of fatigue and undue tiredness;
 - 10. Has a history of fainting with exercise;
 - 11. Has a history of family members dying suddenly.

- B. A physical examination which shall include, as a minimum, no less than:
 - 1. Measurement of weight, height, and blood pressure;
 - 2. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
 - 3. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;

4. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum and gross hearing loss;
5. Examination of the nose to assess the presence of deformity which may affect endurance;
6. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
7. Examination of chest contour;
8. Auscultation and percussion of the lungs;
9. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
10. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
11. Assessment of the back to determine range of motion and abnormal curvature of the spine;
12. Examination of extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
13. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
14. Assessment of physiological maturation;
15. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

Insurance

The board will cover each participant in interscholastic football with insurance coverage as recommended by the current insurance carrier. All other interscholastic activities shall be covered at the recommendation of the insurance advisor and chief school administrator.

Parents/guardians shall be strongly encouraged to participate in the supplemental pupil accident insurance program offered by the board.

Good Sportsmanship

The board believes that instilling habits of good sportsmanship should be one of the primary goals of athletic endeavors and that all district employees should model good behaviors in this area.

It is especially important that the athletic director and coaches accept the responsibility for encouraging young athletes to handle themselves in a sportsmanlike way and be models of self-control and dignity for players and spectators. Coaches shall include discussions on courtesy and sportsmanlike behavior as part of pre-game activities. Student fans shall be reminded that their conduct reflects on the schools of this district and that poor sportsmanship will be disciplined.

Parents/guardians and other adult spectators shall also be encouraged to act as models for young people by demonstrating self-control and dignity at all athletic events.

Unsportsmanlike behavior as exhibited through verbal abuse, rude gestures, taunts, obscenities, thrown objects, etc., shall not be tolerated in students, staff or any persons in attendance at district athletic competitions. Discipline may include, but not be limited to, eviction from the competition and prevention from attending further competitions.

The chief school administrator shall prepare regulations on good sportsmanship and ensure their dissemination to students, parents/guardians and the community.

Adopted: May 10, 2004

Revised:

Legal References: **Legal References:**

<u>N.J.S.A.</u> 18A:11-3	Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
<u>N.J.S.A.</u> 18A:26-2.1 <u>et al.</u>	Supervisory certificate required for appointment as director of athletics
<u>N.J.S.A.</u> 18A:36-20	Discrimination; prohibition
<u>N.J.S.A.</u> 18A:40A-1 <u>et seq.</u>	Substance abuse
<u>See particularly:</u>	
<u>N.J.S.A.</u> 18A:40A-9, -10, -11	
<u>N.J.S.A.</u> 18A:43-1	Accident insurance for pupils authorized
<u>N.J.A.C.</u> 6:4-1.3(a)	Policy development
<u>N.J.A.C.</u> 6:4-1.5(f)	School and classroom practices
<u>N.J.A.C.</u> 6:8-4.1	Review of mandated programs and services
<u>N.J.A.C.</u> 6:29-1.1 <u>et seq.</u>	Health, safety and physical education
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6:29-1.3(a)1, -3.3, -3.4	
<u>N.J.A.C.</u> 6A:32-9.1a-h	<u>Athletics Procedures</u>
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance School Districts

20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1979

Krupp v. Bd. of Ed. of Union County Reg. H.S. Dist. #1, 278 N.J. Super. 31 (App. Div. 1994) cert. den. 140 N.J. 277 (1994)

NJSIAA Constitution, Bylaws, Rules and Regulations

Manual for the Evaluation of Local School Districts (August 2000)

Multi-year Equity Plan for 1996-97 through 1998-99, SDOE Bureau of Equal Educational Opportunity, Doc. #MISM260040699

GIFTED AND TALENTED 6. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following revisions to Regulation #6171.2R Gifted and Talented on second reading:

**BOARD OF EDUCATION
RUTHERFORD**

**INSTRUCTION
R6171.2/page 1 of 2**

GIFTED AND TALENTED

Selection Criteria

Admission to the Gifted and Talented Program will be granted to those students meeting the following requirements:

Kindergarten - Grade Two Enrichment for all students:

Students are monitored by their classroom teacher with a Teacher Evaluation Checklist. A student with a score of 36 is identified for future consideration. Students who earn scores of 36 or better in both kindergarten and first grade, or one score of 36 or better in kindergarten or first grade and are nominated by their second grade teacher, will be evaluated at the end of grade 2 for admittance into the G & T Program.

Grades Three - Eight: Students are evaluated at the end of the previous grade for admittance in grades three – eight.

A student must meet two of the following criteria:

1. Teacher Assessments: Superior score on **two** of the four Scales for Rating Behavioral Characteristics of Superior Students: learning characteristics, motivational characteristics, creativity characteristics, leadership characteristics.
- * 2. I.Q. of 139 or greater as measured by the Kaufman Brief Intelligence Test, CogAT, or equivalent instrument.
3. I.Q. of 131-138 as measured by the Kaufman Brief Intelligence Test, CogAT, or equivalent instrument and the following:
 - a. For students tested at the end of grade 2, no scores in the partially proficient range and at least one score in the advanced range on the NJPASS.
 - b. For students in grades three through eight, no scores in the partially proficient range and at least one score in the advanced proficient range on state-mandated testing.
4.
 - a. For students tested at the end of grade two, scores in the advanced range in both language arts literacy and mathematics on the NJPASS.
 - b. For students in grades three through eight, scores in the advanced proficient range in both language arts literacy and mathematics on state-mandated testing.
5. Score on the Torrance Test of Creative Thinking at or above the 92nd percentile.
6. CTY (Johns Hopkins): Score at or above the score listed for honors for the respective grades on testing sponsored by Johns Hopkins Talent Search.

*

Alternate test for Non-English speaking students: A score at the 97th percentile on the Test of Non-Verbal Intelligence.

Grades Nine – Twelve:

At the high-school level, students enter the Gifted and Talented Program through self-election by selecting from a variety of course offerings. A strong recommendation from a teacher, supervisor or guidance counselor accompanies the enrollment. Criteria are based on outstanding achievement, interest and/or talent. Such achievement/accomplishments must be collaborated by student performance and record.

Withdrawal from Gifted and Talented Program:

~~If a student's performance in the Gifted and Talented Program indicates that he/she is not benefiting from participation in the program, and/or classroom performance suggests a review, a formal reevaluation will be conducted. The Gifted and Talented teacher and/or classroom teacher will recommend a reevaluation of the student's status in the Gifted and Talented Program. Data from classroom teachers, parent conferences, guidance counselors, and current test results will be reviewed. After careful consideration of all relevant factors, the Gifted and Talented teacher will make a recommendation as to the status of the student. This will allow student review to continue to take place on an individual basis.~~

Data from teachers, parents, administrators, and school counselors, as well as performance on current standardized assessments, will be periodically reviewed to determine if the student still meets the eligibility criteria for continuation in the Gifted and Talented Program.

Adopted: October 14, 1985
Revised: September 14, 1992
Revised: June 12, 1995
Revised: April 8, 1996
Revised: January 12, 1998
Revised: June 22, 1998
Renumbered: July 1, 2004 (2417)
Revised: July 11, 2005
Revised: July 14, 2008
Revised:

DISAFFECTED STUDENTS

7. Resolution by M _____, seconded by M _____.

BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following revisions to Regulation #6172R Disaffected Students on second reading:

**DISAFFECTED STUDENTS
(Regulation)**

High School:

The primary concern of the guidance department is the success of the students of Rutherford High School. With this as our goal, the following procedures are employed in dealing with the student who is a potential drop out.

1. Through counselor interview or referral the disaffected student or the potential drop out will be identified by the counselor:

The referral and identification (verbal or written) may be made by:

1. the student
 2. the parents
 3. a teacher or teachers
 4. the school nurse
 5. members of the Child Study Team
 6. administration
2. The referral may be made for the following reasons:
 1. Student not doing well but has the potential to benefit from specialized program.
 2. Student's academic achievement generally below his/her ability (underachiever).
 3. Student's record shows an increase in absences and tardiness.
 4. Student's self image is poor.
 5. Student's motivation is poor or lacking.
 6. Student's family setting appear to have a detrimental effect on the pupil.
 7. Student has difficulty operating in the traditional school organization.
 8. Student lacks the skills to form and maintain acceptable relationships with peers and adults (behavior problems).
 9. Family's economic problems may interfere with student's completion of education.
 10. Student involvement in school activities lacking.
 11. Student involvement with community law enforcement agencies.
 3. The counselor will interview the student and discuss the problem. If the matter has been referred to the ~~School Resource~~ Intervention and Referral Services (IRS) Committee, recommended intervention strategies shall be implemented. A plan for dealing with the problem will be developed and approved by the student and counselor if the ~~School Resource~~ IRS Committee is not involved.
 4. Progress of the plan will be checked by the counselor at specified intervals. If the problem is not being resolved a possible referral for an evaluation by the Child Study Team ~~services~~ will be discussed.
 5. The counselor will help the student to continue with his/her education. He/she will provide an accepting, sincere, supportive, attitude toward the student.
 6. Appropriate conferences to coordinate the approach to handling the problem will be organized and executed by the counselor.
 7. Through the steps taken the student will hopefully be encouraged to remain in school. If all parties determine that leaving school is necessary, then the alternatives will be discussed.
 - a. vocational school
 - b. GED
 - c. adult school
 - d. evening high school (accredited) - other existing programs
 - e. military service
 - f. any other special programs available at that time

8. The exit interview should assure the student that he/she is always welcome to return to school to make use of any services the guidance department or administration may offer.
9. A student must meet with the Director of Guidance prior to leaving school.
10. No student will be permitted to leave without a parent/counselor or parent/Director conference.

Elementary:

Disaffected students should be referred to the ~~guidance~~ student assistance counselor utilizing the Guidance Referral Form.

- A. The ~~guidance~~ counselor will discuss the student with the teacher(s).
- B. The counselor will take the following action(s) depending upon the individual student and situation.
 1. Observe the student in class.
 2. Study the student's academic records.
 3. Conduct a conference with the parent or parents to obtain background information, make suggestions, and refer them to other resource agencies.
 4. Counsel the student on a regular basis.
 5. Discuss the student's progress report with the student, and send a copy to the parent or parents. (Teachers are expected to fill out a progress report for the student each week.)
 6. Provide additional tutoring for the student in the subjects needed.
 7. Schedule the student for a study skills groups (if appropriate).
 - ~~8. Recommend the student for the district's Alternative School (if appropriate).~~
 - ~~89. A referral to the School Resource Intervention and Referral Service Committee for development of intervention strategies (if appropriate).~~
 9. A referral for Child Study Team evaluation will be considered.

Adopted: December 10, 1990
Renumbered: 07/12/04 (5479R)
Revised:

EMERGENCY MEDICAL
PROCEDURE

8. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION to approve the following revisions to Policy #R5141.1 Emergency Medical Procedure on second reading:

**BOARD OF EDUCATION
RUTHERFORD**

**PUPILS
R5141.1/page 1 of 4**

EMERGENCY MEDICAL PROCEDURES
RUTHERFORD HIGH SCHOOL INTERSCHOLASTIC ATHLETICS

- I. Precautions
 - A. All athletic coaches, including assistants, will be certified in C.P.R. (with A.E.D.) and first aid and in the identification of injured student-athletes.
 - B. Athletic coaches are responsible at all times for the supervision of student-athletes to whom they have been assigned. Student-athletes shall not be left unattended at any time.

C. Student-athletes 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.

D. Student-athletes shall be required to report promptly to the athletic coach any injury or disability occurring to the student-athlete himself/herself or to another student-athlete.

E. First aid supplies and equipment shall be readily available at all athletic activities and shall be maintained in proper condition.

II. Emergency Procedures

A. Chain of Command During Injury

The following is the chain of command for handling emergency procedures: The physician is in charge. In the absence of the physician, the Athletic Director is in charge, followed by the Athletic Trainer, followed by the Head Coach, then the Assistant Coaches. When a physician or a more qualified individual is present, the less qualified individual will defer authority to the more qualified individual.

B. On the Field or Court First Aid

The chain of command is to be followed. The individual responsible must work quickly and efficiently, cautious not to further harm the ~~injured person~~ student-athlete. If the responsible individual has any doubts concerning the transportation of the ~~injured~~ student-athlete, an ambulance ~~should~~ shall be summoned.

During any injury incident the responsible individual should frequently check the breathing and circulation and consciousness of the ~~injured~~ student-athlete. The student-athlete should be referred by the individual responsible to a physician or attendant of the emergency room, depending upon the severity of condition. An ambulance or other emergency vehicle ~~should~~ shall be summoned if there is any doubt concerning the transportation of the ~~injured~~ student-athlete.

C. Athletic Director – Trainer's Responsibility

The athletic director – trainer are responsible for coordination of the sports medicine program. They are responsible for the sport with the highest incidence of injury if two athletic teams are practicing or competing at the same time. The specific coverage for which the athletic director – trainer are responsible include:

1. Home Varsity Football

The following will be done prior to competition:

- a. Request that the ambulance or other emergency vehicle be in attendance.
- b. Physician in attendance.
- c. Emergency equipment available. (The First Aid Kit)

2. All Other Athletic Contests

- a. Ambulance notified of scheduled events.
- b. Emergency equipment available. (The First Aid Kit)

D. Notification to Parents

All student-athletes must have on file an emergency permission form as well as their physical examination record. The emergency permission form is used only in emergency situations. Parents are to be contacted as soon as possible after injury has occurred. A private vehicle may be used as transportation if the case so warrants. If there is any doubt concerning the welfare of the injured student-athlete, however, the ambulance or other emergency vehicle ~~is to~~ shall be summoned. In case of any injury or disabling condition or if legal action seems likely, the following procedures are to be implemented. An injury incident report should be filed as soon as possible with the main office.

1. Do not discuss who is at fault or place the blame on anyone.
2. Do not discuss possible causes except with attending medical personnel if necessary.
3. Isolate at once any equipment that was involved.
4. The school nurse shall contact the insurance companies which underwrite our injury and liability policies (legal staff may be helpful), complete all forms and maintain contact with all involved parties.
5. Notify all health team members.

E. Concussion Procedures

Any student-athlete that displays any concussive symptoms must be removed from participation in practice or a game. A medical doctor must evaluate the student-athlete. Prior to the return to active participation a medical doctor must clear the student-athlete. Written notice of that determination shall be given to the athletic trainer and the athletic director prior to the student-athlete returning to active participation. A copy of this determination will be kept on file with the school nurse.

III. Reports

- A. The athletic coach shall complete and file a report of every injury or disability that occurs to a student-athlete 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:
1. The date of the incident
 2. The name, age, grade level, and gender of each injured or disabled pupil.
 3. The district in which the student-athlete is enrolled.
 4. The name and district of each student-athlete involved in the incident.
 5. A narrative account of the incident.
 6. A detailed description of the injury or disability
 7. The treatment given on school premises and the names of the health personnel, if any, who treated the student-athlete.
 8. The place, if any, to which the student-athlete was taken and the person(s) who accompanied the student-athlete and
 9. A memorandum of the notice given to the student-athlete's parent(s) or legal guardian(s).
- B. Copies of the report shall be filed with the school nurse and the Building Principal within 24 hours of the incident.
- C. The Building Principal shall report the incident to the Superintendent.
- D. A copy of each report of an incident of student-athlete 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.
- E. The parent(s) or legal guardian(s) of each injured or disabled student-athlete will be given assistance in the completion and filing of insurance claim forms.

IV. Readmission to Athletic Activities

A student-athlete disabled in the course of an athletic activity will be permitted to participate in athletic competition only on the written permission of a medical doctor. Written notice of that determination shall be given to the athletic trainer and the athletic director prior to the student-athlete returning to active participation.

Definitions:

Injury is defined as minor cuts and bruises, minor strains, and minor sprains.

Disability is defined as a muscular-skeletal or mental condition that restricts the ability of an individual to participate in activities.

Adopted: November 11, 1985

Revise: April 14, 2003

Revise:

BUILDINGS AND GROUNDS:

OLD BUSINESS: (No action to be Taken)

BCSSSD/BCTVSD

1. BE IT RESOLVED BY THE RUTHERFORD BOARD OF EDUCATION

WHEREAS recent inquiries into the finances of the Bergen County Technical Vocation School District and the Bergen County Special Services School District have identified numerous possible instances of inappropriate spending of funds and

WHEREAS the Rutherford School District pays and has paid substantial tuition for students attending programs offered by the Bergen County Technical Vocation School District and the Bergen County Special Services School District

THEREFORE BE IT RESOLVED that the Rutherford Board of Education encourages the Bergen County Board of Freeholders as well as all responsible state investigatory bodies to thoroughly review the finances of the Bergen County Technical Vocation School District and the Bergen County Special Services School District and

BE IT FURTHER RESOLVED that if it is determined that there were any inappropriately spent monies that these monies be recovered and returned to the district in the form of a credit or cash refund.

MEETING OPEN TO THE PUBLIC: 9:16 P.M.

Matthew Gilson, 103 Mountain Way spoke about concerns regarding possible budget cuts to the community programs in the school budget.

Denise Coradini, 1 Walnut Street, President of Union School PTA asked about the budget cuts at the school level.

Meeting was then closed to the public at 9:24 P.M.

➤ **Legislative Update**

EXECUTIVE SESSION: Motion by Mr. Novosielski seconded by Dr. Fiume that an Executive Session be held at 9:25 P.M. for the purpose of discussing negotiations. Action may or may not be taken. The Board expects to return within 60 minutes.

Approved.

Mr. Griggs and Mr. Novosielski were excused from the Executive Session due to conflict regarding REA negotiations.

The Board returned at 10:37 P.M.

ADJOURNMENT: Motion by Mrs. Jones, seconded by Ms. Scuro that the meeting be adjourned at 10:38 P.M.

Approved