

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 will~~ 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~~ NJ Core Curriculum Content Standards for 21st Century Life and Careers.
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.

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- 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.

GOALS AND OBJECTIVES

Adopted: September 8, 2003
Revised: March 10, 2008
Revised: March 8, 2010
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. 6A:9-15.1 et seq.~~ ~~Required Professional Development for Teachers~~

~~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~~

N.J.S.A. 18A:7A-10 Evaluation of performance of each school
N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
N.J.S.A. 18A:7F-43 School Funding Reform Act of 2008
through -63
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of
courses of study
N.J.S.A. 18A:35-1 et seq. Curriculum and Courses
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, -3.1, -4.1, -4.4
N.J.A.C. 6A:9-15.1 et seq. Required Professional Development for Teachers
N.J.A.C. 6A:23A-1.1 et seq. Fiscal accountability, efficiency and budgeting
procedures
see particularly:
N.J.A.C. 6A:23A-19.1 et seq.
N.J.A.C. 6A:26-1.1 et seq. Educational Facilities
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-12.2 School-level planning

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No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

WORK IN PROGRESS

SCHOOL CALENDAR

The board of education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the district.

The board shall determine annually the days when the schools shall be in session for instructional purposes. Such school calendar shall consist of no fewer than the 180 days of instruction required by law.

The school year shall be at least as long for students with disabilities as for nondisabled students.

The chief school administrator shall prepare the school calendar for board consideration in consultation with teacher and administrator association representatives and the county superintendent. The board reserves the right to alter the school calendar when feasible and advisable in the best interests of the children of the district.

The board shall adopt annually a list of religious holidays which shall consist as a minimum of those holidays designated by the commissioner of education.

Adoption: September 8, 2003

Revised:

Legal References: N.J.S.A. 18A:7F-9 Aid to school districts conditioned on compliance with rules and standards for equalization of opportunity; aid withheld for noncompliance
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:25-3 Teaching, etc., on holidays not required
N.J.S.A. 18A:36-1 School year
N.J.S.A. 18A:36-2 Times when schools are open; determination
N.J.A.C. 6:20-1.3 ~~School attendance~~
N.J.A.C. 6A:14-4.1(c) General requirements
N.J.A.C. 6A:32-8.3 School attendance

Piscataway Twp. Ed. Ass'n v. Piscataway Township BOE, App. Div. opinion, Dkt. No. A-7215-95T2, January 24, 1998

SCHOOL DAY

The length of the school day and the length of periods of instruction at various levels shall be recommended by the chief school administrator and set by the board, and shall be in keeping with requirements of the state board of education.

The particular opening and closing hours for levels and/or schools shall also be subject to board approval. These opening and closing times shall be as uniform as possible at comparable levels throughout the district. The length of the school day shall be at least as long for students with disabilities as for nondisabled students.

The chief school administrator shall recommend for board approval the length of class periods and the frequency of instruction in individual subjects.

School administrators shall not dismiss school for any part of the school day without the approval of the chief school administrator.

Adopted: September 8, 2003

Revised:

Legal References: N.J.S.A. 18A:36-1 School year
N.J.S.A. 18A:36-2 Time when schools are open; determination
N.J.S.A. 18A:36-16 Rules regarding religious holidays
N.J.A.C. 6:20-1.3 ~~School attendance~~
N.J.A.C. 6A:14-4.1(c) General requirements
N.J.A.C. 6A:32-8.3 School attendance

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

EMERGENCIES AND DISASTER PREPAREDNESS

~~The chief school administrator shall direct development of plans for the safeguarding of human life and property in case of civil or other emergencies.~~

~~The chief school administrator shall notify the board president and vice president, board secretary and the proper local authorities of any civil or other emergency if the emergency so warrants.~~

~~The chief school administrator shall oversee development of a districtwide program for emergencies. The program shall provide for:~~

- ~~A. Cooperation with local government agencies in developing and carrying out a community disaster plan;~~
- ~~B. As much protection as possible for children at school and on their way to and from school;~~
- ~~C. Training in individual self protection and survival techniques for pupils and staff;~~
- ~~D. Necessary training and instruction for pupil and staff so that the school emergency plan may be carried out with the greatest possible speed and safety.~~
- ~~E. Appropriately timed and clear communication with parents regarding an emergency response plan, and the details of any emergency.~~

~~The district shall maintain an updated emergency management plan to address all reasonably foreseeable emergencies. These plans shall be annually reviewed and presented for approval by the Board of Education.~~

Required Drills

- ~~A. The district shall be required to conduct a minimum of two drills per year for each of the following drills:~~

- ~~1. Active shooter~~
- ~~2. Evacuation (non fire)~~
- ~~3. Bomb threats~~
- ~~4. Lockdowns~~

~~Students are not required to participate in two of the eight mandated drills.~~

- ~~B. Within the first 10 days of the new school year each school in the district shall be required to conduct one fire drill.~~
- ~~C. Within the first 15 days of the new school year each school in the district shall be required to conduct one school security drill.~~

EMERGENCIES AND DISASTER PREPAREDNESS

Reporting

~~By June 30th of each year the chief school administrator shall submit to the executive county superintendent an annual "Statement of Assurance" report on the forms provided by the Department of Education.~~

Emergency Closings; Delayed Openings

~~The chief school administrator is authorized by the board to close the schools, open them late or dismiss them early in hazardous weather or in other extraordinary circumstances which might endanger the health or safety of pupils or school employees.~~

~~Each year, parents/guardians, pupils, and staff members shall be informed in advance of how they shall be notified in event of emergency closings. Parents/guardians shall be required to make alternative arrangements for their children in case no one is home to receive a child after an unscheduled early closing.~~

The chief school administrator shall direct the development of plans, procedures and mechanisms for responding to emergencies and crises in the schools that threaten human life and property. He/she shall consult with law enforcement agencies, health and social services agencies and emergency management planners in developing these plans and shall ensure that they provide for the protection of the health, safety and welfare of the school population as well as supportive services for staff, students and their families.

Plans and procedures shall include these elements:

- A. Cooperation with local government agencies in developing and carrying out a school/community disaster plan that includes procedures for building lockdowns when necessary;
- B. Mechanisms for the orderly evacuation of buildings in case of fire or other emergencies;
- C. Means to provide as much protection as possible for children at school and on their way to and from school;
- D. Training in individual self-protection and survival techniques for pupils and staff;
- E. Communicating specific instructions to pupils and staff so that the school emergency plan may be carried out with the greatest possible speed and safety.

The chief school administrator shall develop and provide an inservice training program for school staff to enable them to recognize and appropriately respond to crises, consistent with the district's plans, procedures and mechanisms for managing crises. The inservice program shall be reviewed and

EMERGENCIES AND DISASTER PREPAREDNESS

updated annually.

Fire Drills and School Security Drills

Fire drills shall be held at least once each month for all pupils. There shall also be at least one school security drill per month. The chief school administrator may order a modification of the fire drills so that they may take the form of indoor drills or of rapid dismissals with outdoor clothing when low temperatures prevail.

A written statement of procedures and instructions for fire drills and school security drills shall be formulated by the chief school administrator and disseminated to all staff. All staff shall also receive training on school safety and security that includes instruction on school security drills by November 2011 or within 60 days of the commencement of that staff member's employment, whichever date is later.

Instruction in fire prevention shall be given and emphasized in appropriate courses in the curriculum of the school. A "school security drill" shall be defined as an exercise to respond to an emergency situation such as a non-fire evacuation, lockdown, bomb threat, lockdown or active shooter situation that is similar in duration to a fire drill.

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Reporting

EMERGENCIES AND DISASTER PREPAREDNESS

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Each year, parents/guardians, pupils, and staff members shall be informed in advance of how they shall be notified in event of emergency closings. Parents/guardians shall be required to make alternative arrangements for their children in case no one is home to receive a child after an unscheduled early closing.

Adopted: September 8, 2003
Revised: November 9, 2009
Revised: January 13, 2014
Revised:

Legal References:	N.J.S.A. 18A:6-2	Instruction in accident and fire prevention
	N.J.S.A. 18A:11-1	General mandatory powers and duties
	N.J.S.A. 18A:40-12	Closing schools during epidemic
	N.J.S.A. 18A:41-1 et seq.	Fire drills and fire protection
	N.J.S.A. 18A:54-20	Powers of board (county vocational schools)
	N.J.A.C. 6A:16-1.4(a)14	District policies and procedures
	N.J.A.C. 6A:16-5.1 et seq.	School Safety and Security
	N.J.A.C. 6A:16-6.3	Reporting students or staff members to law enforcement agencies
	N.J.A.C. 6A:26-12.2	Policies and procedures for school facility operation
	N.J.A.C. 8:57-1.9	Reporting of diseases by health officers

A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials (1999 Revisions)

NONDISCRIMINATION/AFFIRMATIVE ACTION

~~No pupil enrolled in the district schools shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, religion, sex, affectional or sexual orientation, national origin, place of residence in the district, social or economic condition, or nonapplicable disability. The affirmative action officer shall be responsible for planning, implementing and monitoring the district's affirmative action program with respect to school and classroom practices.~~

~~Reporting to the chief school administrator, the affirmative action officer shall review the following areas for compliance with state department of education regulations and make suggestions and/or recommendations when necessary.~~

~~A. Curriculum content~~

~~He/she shall examine the following areas to ensure that curricula eliminate discrimination and promote understanding and mutual respect among students, regardless of race, color, creed, religion, gender, ancestry, national origin, socio-economic status or disability:~~

- ~~1. School climate~~
- ~~2. Courses of study~~
- ~~3. Instructional materials~~
- ~~4. Instructional strategies~~
- ~~5. Library materials~~
- ~~6. Software and audio visual materials~~
- ~~7. Guidance and counseling~~
- ~~8. Extracurricular programs and activities~~
- ~~9. Testing and other assessments~~

~~He/she shall monitor the curriculum to ensure inclusion of instruction on African-American history in the teaching of United States history and inclusion of instruction on the Holocaust and genocide in the curriculum for all elementary and secondary school pupils.~~

NONDISCRIMINATION/AFFIRMATIVE ACTION

~~B. Staff training~~

~~He/she shall suggest a program of inservice training for school personnel designed to identify and solve problems of bias in all aspects of the school program. An affirmative action/equity inservice program shall be held for teaching staff annually; for each support staff member at least once every three years; and for parents and community members as needed to facilitate participation and support.~~

~~C. Pupil access~~

~~He/she shall review all school facilities, courses, programs, activities and services to ensure that all pupils are provided equal and bias free access to them. Particular attention shall be paid to the following:~~

- ~~1. Ensuring equal access to all school and classroom facilities;~~
- ~~2. Assigning pupils in such a way that the racial/national origin composition of each school's enrollment reflects the composition of the districtwide enrollment at each grade level;~~
- ~~3. Refraining from locating new facilities in areas that will contribute to imbalanced, isolated or racially identifiable school enrollments;~~
- ~~4. Assigning pupils so that school and classroom enrollments are not identifiable on the basis of race, national origin or gender;~~
- ~~5. Ensuring that pupils are not separated or isolated within schools, courses, classes, programs or extracurricular activities;~~
- ~~6. Ensuring that minority and male pupils are not over represented in detentions, suspensions, dropouts or special needs classifications;~~
- ~~7. Ensuring equal and bias free access for all pupils to computers, computer classes and other technologically advanced instructional assistance;~~
- ~~8. Ensuring that all limited English proficient pupils and pupils with disabilities have equal and bias free access to all school programs and activities;~~
- ~~9. Ensuring equal and bias free access for language minority pupils and pupils with disabilities to multiple measures for determining special needs;~~
- ~~10. Ensuring that pupil support services (such as school based youth services, health care, tutoring and mentoring) are available to all pupils, including LEP pupils;~~
- ~~11. Ensuring that all pregnant pupils are permitted to remain in the regular school program and activities.~~

NONDISCRIMINATION/AFFIRMATIVE ACTION

D. District support

~~He/she shall ensure that like aspects of the school program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters and that all grades within the district are comparable in those areas.~~

~~The chief school administrator will report to the board annually on continuing compliance.~~

No pupil enrolled in the district schools shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, national origin, ancestry, age, marital status, domestic partnership status, affectional or sexual orientation, gender identity or expression, genetic information, sex, disability or atypical hereditary cellular or blood trait of any individual, or because of liability for service in the armed forces of the United States, nationality, place of residence in the district, social or economic condition, nonapplicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test, or pregnancy. The affirmative action team as led by the affirmative action officer shall be responsible for planning, implementing and monitoring the district's affirmative action program with respect to school and classroom practices.

Reporting to the chief school administrator, the affirmative action officer shall review the following areas for compliance with state department of education regulations and make suggestions and/or recommendations when necessary.

A. Curriculum content

The affirmative action officer shall examine the following areas to ensure that curricula eliminate discrimination and promote understanding and mutual respect among students, regardless of race, color, creed, religion, gender, affectional or sexual orientation, ancestry, national origin, socio-economic status or disability:

1. School climate
2. Courses of study
3. Instructional materials
4. Instructional strategies
5. Library materials
6. Technology/Software and audio-visual materials
7. Guidance and counseling
8. Extracurricular programs and activities
9. Testing and other assessments
10. Reducing or preventing the under representation of minority, female and male students in

NONDISCRIMINATION/AFFIRMATIVE ACTION

classes and programs

The affirmative action officer shall monitor the curriculum to ensure inclusion of instruction on African-American history in the teaching of United States history and inclusion of instruction on the Holocaust and genocide in the curriculum for all elementary and secondary school pupils.

B. Staff training

The affirmative action officer shall suggest a program of inservice training for school personnel designed to identify and solve problems of bias in all aspects of the school program. An equity inservice program shall be held annually for all staff and for parents and community members as needed to facilitate participation and support.

C. Pupil access

The affirmative action officer shall review all school facilities, courses, programs, activities and services to ensure that all pupils are provided equal and bias-free access to them. Particular attention shall be paid to the following:

1. Ensuring equal access and barrier-free to all school and classroom facilities;
2. Assigning pupils in such a way that the racial/national origin composition of each school's enrollment reflects the composition of the districtwide enrollment at each grade level;
3. Refraining from locating new facilities in areas that will contribute to imbalanced, isolated or racially identifiable school enrollments;
4. Assigning pupils so that school and classroom enrollments are not identifiable on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status;
5. Ensuring that pupils are not separated or isolated within schools, courses, classes, programs or extracurricular activities;
6. Ensuring that minority and male pupils are not over-represented in detentions, suspensions, dropouts or special needs classifications;
7. Ensuring equal and bias-free access for all pupils to computers, computer classes and other technologically-advanced instructional assistance;
8. Ensuring that all limited English-proficient pupils and pupils with disabilities have equal and bias-free access to all school programs and activities;
9. Ensuring equal and bias-free access for language-minority pupils and pupils with disabilities to multiple measures for determining special needs;
10. Ensuring that pupil support services (such as school-based youth services, health care, tutoring and mentoring) are available to all pupils, including LEP pupils;
11. Ensuring that all pregnant pupils are permitted to remain in the regular school program and activities.

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D. District support

The affirmative action officer shall ensure that like aspects of the school program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters and that all grades within the district are comparable in those areas.

The chief school administrator will report to the board annually on continuing compliance.

Adopted: September 8, 2003

Revised: November 9, 2009

Revised:

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:4A-1 et seq. New Jersey Commission on Holocaust Education
N.J.S.A. 18A:18A-17 Facilities for handicapped persons
N.J.S.A. 18A:35-1 Course in history of the United States in high school
N.J.S.A. 18A:36-20 Discrimination; prohibition
N.J.A.C. 6A:7-1.1 et seq. Equality in educational programs
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
see particularly:
N.J.A.C. 6A:7-1.1,-1.4,-1.7,-1.9
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-14.1 Review of mandated programs and services
N.J.A.C. 6A:30-1.1 et seq. Review of mandated programs and services
Evaluation of the Performance of 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 1973
20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act (IDEA)
42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)
No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

NONDISCRIMINATION/AFFIRMATIVE ACTION

Gebser v. Lago Vista Indep. School Dist. 524 U.S. 274 (1998)

Davis v. Monroe County Bd. of Ed. 526 U.S. 629 (1999)

The Comprehensive Equity Plan, New Jersey State Department of Education

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

WORK IN PROGRESS

ARTICULATION

The board of education wishes its pupils to progress from elementary through secondary levels in an orderly, continuous program. The chief school administrator shall develop programs whereby teachers of the various levels of the district's schools cooperate to achieve smooth transitions from level to level; whereby pupils in the district's schools receive instruction in the same subjects at the same levels as pupils in other districts who will be attending the same high schools; and whereby the transition for district pupils from our elementary schools to the high school is accomplished without unnecessary difficulty for any pupil.

Further, the chief school administrator will make every effort to develop a similar relationship with nursery schools from which district kindergarten pupils come.

The board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified students in the high school.

Adopted: Spetember 8, 2003

Revised:

Legal References: N.J.S.A. 18A:38-8.1 Additional member on board of education to represent
through -8.3 board of education in each sending district
N.J.A.C. 6:8-1.1 Words and terms defined
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-3.3 Enrollment in college courses

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

FAMILY LIFE EDUCATION

The board of education shall maintain a family life education curriculum that provides material suited to each grade level, presented in a manner intended to foster respect for the human body and an understanding of how human sexuality affects personal and family relationships in conformance with the Core Curriculum Content Standards

The curriculum, developed under the supervision of the chief school administrator with the active participation of teachers, administrators, pupils, parents/guardians, physicians, members of the clergy and representative members of the community, shall be available to all parents/guardians. An outline of the curriculum and list of instructional materials for the grades of their children ~~shall be sent to parents/guardians annually~~ are posted on the district website.

The chief school administrator shall ensure that the curriculum developed is articulated to that of the elementary school(s), so that the transition from elementary to secondary approaches to this material will be easy for all pupils.

Any pupil whose parent/guardian presents to the school principal a signed statement that any part of the instruction in health, family life education or sex education is in conflict with their conscience, or 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 there from.

The board urges all parents/guardians to become familiar with these courses and to participate in their development.

The board of education alone, upon recommendation of the chief school administrator, shall determine the content, sequence and materials of family life education.

Adopted: December 8, 2003

Revised:

Legal References: N.J.S.A. 18A:35-4.6

through -4.8 Parents Right to Conscience Act of 1979

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

N.J.S.A. 18A:35-4.19

through 4.22 AIDS Prevention Act of 1999

N.J.A.C. 6A:8-3.1 Curriculum and instruction

N.J.A.C. 6A:8-4.2 Documentation of student achievement

Pupil Protection Rights Amendment - 20 U.S.C. 1232h

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

No Child Left Behind Act of 2001, PL. 107-110, 20 U.S.C.A. 6301 et seq.

BASIC SKILLS

In order to provide district pupils with the basic tools necessary for achievement of the Common Core State Standards, the board directs development of a strong Response to Intervention (RTI) program to provide a continuum of remedial services to students as needed.

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 may participate in a remedial education program as long as he/she does not meet minimum proficiency levels.

Adopted: February 9, 2004
Revised: March 8, 2010
Revised: November 11, 2013

Legal References: N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures

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) amending Elementary and Secondary Education Act of 1965.

PHYSICAL EDUCATION AND HEALTH

The board directs that the district's curricular and extracurricular programs of physical education and activities comply with the district's affirmative action resolution and equity plan for school and classroom practices as stipulated in policies 2224, 5145.4, 6121 and 6145 in this manual. The board shall ensure that the comprehensive health and physical education curriculum addresses all elements required by the Core Curriculum Content Standards.

General Provisions

In general, physical education classes shall not be divided on the basis of sex. The quality and quantity of teachers, equipment and facilities shall be equivalent among the schools and comparable from level to level, taking into account the needs of the pupils.

Dating Violence

For students in grades 7 through 12, the health curriculum will include the topic of dating violence. "Dating violence" means a pattern of behavior where one person threatens to use, or actually uses physical, sexual, verbal, or emotional abuse to control a dating partner.

The dating violence education shall include information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Upon written request to the school principal, a parent/legal guardian of a student less than 18 years of age shall be permitted within a reasonable period of time after the request is made, to examine the dating violence education program instruction materials developed by the school district.

The purpose of the dating violence information is to help prevent dating situations from becoming unsafe and to help educate young people on constructive ways to resolve conflicts in personal relationship.

To be consistent with P.L. 2011, c. 64, school policy, procedures and curriculum will include the following information:

- A. Dating violence will not be tolerated;
- B. Dating violence reporting procedures;
- C. Guidelines for responding to at-school incidents of dating violence;
- D. Discipline procedures specific to at-school incidents of dating violence;
- E. Warning signs of dating violence; and
- F. Information on safe, appropriate school, family, peer, and community resources available to address dating violence shall also be included within the curriculum.

Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED)

The board of education shall provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student during high school (in grades 9, 10, 11 or 12). The

PHYSICAL EDUCATION AND HEALTH

instruction shall be provided to each student prior to graduation as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education. The board may select a no-cost, non-certification instructional program to meet this requirement.

The instruction provided shall:

A. Be modeled from an instructional program established by the American Heart Association, American Red Cross, or other nationally-recognized association with expertise in instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator; and

B. Include a hands-on learning component for each participating student.

Adopted: May 14, 2012

Revised:

Legal References: N.J.S.A. 18A:6-111 et seq. Instruction in Suicide Prevention
see particularly:
N.J.S.A. 18A:6-113 Instruction in suicide prevention in public
school curriculum
N.J.S.A. 18A:35-4.19
through -4.22 AIDS Prevention Act of 1999
N.J.S.A. 18A:35-4.23a Dating violence into health education
curriculum
N.J.S.A. 18A:35-5
through -9 Maintenance of physical training courses;
features
N.J.S.A. 18A:37-33 to 37 Dating violence policy and education
N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:9-5.19 Athletics Personnel
N.J.A.C. 6A:9-11.8 Health and physical education
N.J.A.C. 6A:16-2.1 et seq. General Provisions for School Health
Services
See particularly:
N.J.A.C. 6A:16-2.2
N.J.A.C. 6A:32-9.1 Athletics Procedures

P.L.2014, c.36 (instruction in cardiopulmonary resuscitation and use of an
automated
external defibrillator prior to graduation)

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

The Comprehensive Equity Plan, New Jersey State Department of
Education

SUBJECT FIELDS

The board of education directs that the district schools offer a comprehensive curriculum to provide for the intellectual, social and emotional growth of all pupils, pre-kindergarten through grade 12, giving them the basic body of skills, understandings, attitudes and knowledge needed for living in a democracy.

The board believes this program should focus first on those subjects included in the Core Curriculum Content Standards and the skills emphasized by the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers ~~Cross Content Workplace Readiness Standards~~, in addition to those courses mandated by statute.

The chief school administrator shall direct development of and present to the board for adoption a written curriculum for each element of the instructional program for the district to include:

- A. All courses mandated by New Jersey statute or administrative code;
- B. Such other courses as shall implement the board's intent as expressed in this policy.

The total curriculum, when adopted, shall be adapted to suit the applicable requirements of the administrative code and shall provide basic, advanced, enriched, or technical instruction or experience to meet the identified needs of the pupils of the district.

A listing of all courses and programs comprising the instructional program shall be available in the district office.

Adopted: December 8, 2003

Revised:

Legal References: N.J.S.A. 18A:6-2 Instruction in accident and fire prevention
N.J.S.A. 18A:6-3 Courses in constitution of United States
N.J.S.A. 18A:7C-5 Board of education to provide policy on graduation to students and parents
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:35-1 et seq. Curriculum and courses
N.J.S.A. 18A:35-4.6
through -4.8 Parents Right to Conscience Act of 1979
N.J.A.C. 6:8 1.1 ~~Words and terms defined~~
N.J.A.C. 6:8 2.2 ~~School level planning~~
N.J.A.C. 6:11 1.1 et seq. ~~Professional Licensure and Standards~~
See particularly:
N.J.A.C. 6:11 3, 4, 5,
6, 8, 10, 11, 13

SUBJECT FIELDS

N.J.A.C. 6A:8-3.1

Curriculum and instruction

N.J.A.C. 6A:8-5.1

Graduation requirements

N.J.A.C. 6A:9-1.1 et. seq. Professional Licensure and Standards

See particularly:

N.J.A.C. 6A:9-5, -6, -8,

-9, -11, -13, -15

N.J.A.C. 6A:14-3.7

Individualized education program

N.J.A.C. 6A:14-4.1

General requirements

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School
Districts

N.J.A.C. 6A:32-2.1 Definitions

N.J.A.C. 6A:32-12.2 School-level planning

New Jersey State Board of Education Resolution, September 6, 1989,
recommends that each district establish a citizens' advisory group for the
implementation of core values of the local community into the district's
schools.

Old Bridge Education Association v. Board of Education of the
Township of Old Bridge, Middlesex County

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

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

INTERSCHOLASTIC COMPETITION

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

INTERSCHOLASTIC COMPETITION

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;

INTERSCHOLASTIC COMPETITION

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.

Pamphlet on Sudden Cardiac Arrest

Once each school year, the chief school administrator or designee shall distribute to parents/guardians of students participating in school sports, the New Jersey Department of Education's pamphlet on sudden cardiac death. The pamphlet includes a description of early warning signs and privately available screening options.

INTERSCHOLASTIC COMPETITION

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: March 8, 2010

Revised:

Legal References:	<u>N.J.S.A. 5:17-1 et seq.</u>	<u>Athletic code of conduct permitted; "youth sports event" defined</u>
	<u>N.J.S.A. 18A:11-3</u>	Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
	<u>N.J.S.A. 18A:26-2.1 et al.</u>	Supervisory certificate required for appointment as director of athletics
	<u>N.J.S.A. 18A:36-20</u>	Discrimination; prohibition
	<u>N.J.S.A. 18A:40-41</u>	Pamphlet on sudden cardiac death
	<u>N.J.S.A. 18A:40A-1 et seq.</u>	Substance abuse
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:40A-9, -10, -11</u>	

INTERSCHOLASTIC COMPETITION

<u>N.J.S.A. 18A:42-2</u>	<u>School orchestra not to compete with civilian musicians; exceptions</u>
<u>N.J.S.A. 18A:43-1</u>	<u>Accident insurance for pupils authorized</u>
<u>N.J.A.C. 6A:7-1.4</u>	<u>Responsibilities of the district board of education</u>
<u>N.J.A.C. 6A:7-1.7</u>	<u>Equality in school and classroom practices</u>
<u>N.J.A.C. 6A:9-5.19</u>	<u>Athletics personnel</u>
<u>N.J.A.C. 6A:16-1.4(a)8</u>	<u>District policies and procedures (medical examination)</u>
<u>N.J.A.C. 6A:16-2.1 et seq.</u>	<u>General Provisions for School Health Services</u>
<u>See particularly:</u>	
<u>N.J.A.C. 6A:16-2.2</u>	
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	<u>Evaluation of the Performance of School Districts</u>
<u>N.J.A.C. 6A:32-9.1 et seq.</u>	<u>Athletic Procedures</u>
<u>See particularly:</u>	
<u>N.J.A.C. 6A:32-9.1(c), -9.1(d), -9.1(f)</u>	
<u>N.J.A.C. 6A:32-14.1</u>	<u>Review of mandated programs and services</u>

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 1973

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

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

The Comprehensive Equity Plan, New Jersey State Department of Education

PUBLICATIONS

The board of education sponsors pupil publications as important elements of the instructional program. Pupils 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 pupils 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 prepublication control over school-sponsored publications through administrative staff and faculty. Pupils shall have the right to appeal the exercise of censorship by school district staff to the board of education.

Pupil 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 action is reasonably related to legitimate educational concerns.

For the purposes of this policy, "printed materials" include any written or printed cards, letters, circulars, books, pamphlets, notices, newspapers, and similar materials, but do not include any publication that is sponsored by this Board.

Certain printed materials are not protected by a pupil's right of free expression because they violate the rights of others. The Board may identify and prohibit the distribution on school premises of printed materials that are grossly prejudicial to an ethnic, national, religious, or racial group or to either gender; libel any person or persons; seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other; advocate the use or advertise the availability of any substance or material that constitutes a direct and substantial danger to the health of pupils; contain obscenity or material otherwise deemed to be harmful to impressionable pupils; incite violence, advocate the use of force, or urge the violation of law or school regulations; advertise goods or services for the benefit of profit-making organizations; fail to identify the pupil responsible for distribution and the agent responsible for reproduction; solicit funds for non-school organizations when such solicitations have not been approved by the Board; or promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or questions submitted at any election.

No printed materials may be distributed on school premises that have not been submitted to the Principal for review in advance of their distribution. Where the Principal cannot show, within two school days, why the materials are unprotected, or where unprotected material is so modified as to be no longer unprotected, the printed material may be distributed. Appeal from the determination of the Principal may be made in accordance with Board policy on pupil grievance.

The Board requires that the distribution of printed material take place only at the places and during the times established by rule in order not to disrupt the orderly operation of the educational program.

Pupils 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

PUBLICATIONS

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:

- A. Identify school district staff responsible for pupil publications;
- B. Establish procedures for prepublication review; and
- C. Specify procedures for appeal by pupils to the board of education with provisions for prompt decisions to be made at each level.

Electronic Media

All electronic media as well as school-sponsored web sites are also subject to this policy and to the same regulatory constraints as are print publications.

Adopted: February 9, 2004
Revised: November 9, 2009
Revised:

Legal References:

<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
<u>N.J.S.A. 18A:36-35</u>	<u>School Internet web sites; disclosure of</u>
	<u>certain student information prohibited</u>
<u>N.J.S.A. 18A:54-20</u>	Powers of boards (county vocational schools)
<u>N.J.A.C. 6A:8-3.1 et seq.</u>	<u>Implementation of the Core Curriculum</u>
	<u>Content Standards</u>

Tinker v. Des Moines Independent School District, 393 U.S. 503 (1969)

Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Desilets v. Clearview Regional Board of Education, 137 N.J. 585 (1994)

EXTRACURRICULAR 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:

- A. To develop useful new capabilities in pupils that can lead to extension of career opportunities;
- B. To develop pupil initiative and provide for the exercise of responsibility;
- C. To develop leadership capabilities and good organizational skills;
- D. To aid pupils in the social skills;
- E. To enable pupils to explore 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 that 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 pupils who voluntarily elect to participate, marked by pupil 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 chief school administrator shall prepare procedures to implement an extracurricular program which shall:

- A. Assess the needs and interests of the pupils of this district;
- B. Ensure the provision of competent guidance and supervision by staff;
- C. Guard against the exploitation of pupils;
- D. Provide for a variety of experiences and a diversity of organizational models;
- E. Provide for the continuing evaluation of the extracurricular program and staff;
- F. Ensure that all extracurricular activities are open to all eligible pupils and that all pupils are fully informed of the opportunities open to them.

EXTRACURRICULAR ACTIVITIES

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

Only persons approved by the board of education shall be permitted to organize district pupils 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 chief school administrator. Fund-raising activities of extracurricular groups must be approved by the school administration.

All pupils in good disciplinary and academic standing shall have equal access to all extracurricular activities regardless of race, color, creed, religion, sex, affectional or sexual orientation, national origin, ancestry, marital status, place of residence within the district, social or economic status, or nonapplicable disability. creed, color, national origin, ancestry, age, marital status, familial status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, nationality, pregnancy, or socioeconomic status.

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.

A student must be in school for a minimum of seven (7) consecutive periods in order to participate in an activity that day. Exceptions will be made for excused absences such as medical appointments, college visitations, funerals, etc.

Completion of the activity is required in order for the student to be eligible for any awards.

Unexcused absences from scheduled events may result in disciplinary action by the advisor. It is the responsibility of the student to obtain permission from the advisor for any anticipated absence or problem in schedules due to conflicts with other co-curricular activities. Every attempt should be made to resolve these conflicts by the parties concerned.

EXTRACURRICULAR ACTIVITIES

Adopted: June 14, 2004

Revised: March 12, 2007

Revised:

- Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:11-3 Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
N.J.S.A. 18A:19-14 Funds derived from pupil activities
N.J.S.A. 18A:35-20 Participation in courses in which verbalization unessential to understanding of subject matter; location of and children in bilingual programs
N.J.S.A. 18A:42-5, -6 Certain student organizations declared harmful
N.J.S.A. 34:13A-1 et seq. New Jersey Employer-Employee Relations Act
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
N.J.A.C. 6:4-1.1 et seq. Equality in Educational Programs
N.J.A.C. 6:8-4.1 Review of mandated programs and services
N.J.A.C. 6:29-3.1 et seq. Physical Education and Athletics Personnel and Procedures
See particularly:
N.J.A.C. 6:29-3.3(b), (c), 3.4
N.J.A.C. 6A:8-3.2 Career awareness and exploration education and counseling
N.J.A.C. 6A:9-5.19 Athletics personnel
N.J.A.C. 6A:16-2.2 Required health services
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-9.1 et seq. Athletics Procedures
N.J.A.C. 6A:32-14.1 Review of mandated programs and services
20 U.S.C.A. 4071-4074 - Equal Access Act
20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972
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)
Manual for the Evaluation of Local School Districts (August 2000)
Good News Club v. Milford Central School, 121 U.S. 2093 (2001)
NJSIAA Constitution, Bylaws, Rules and Regulations

EXTRACURRICULAR ACTIVITIES

WORK IN PROGRESS

GRADUATION/PROMOTION POLICY
RUTHERFORD HIGH SCHOOL

The Board of Education requires that each pupil meet the minimum standards for promotion, for graduation, and for a state-endorsed diploma. The goal is to prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century.

Accordingly, the requirements shall include:

A. **Course and credit requirements for all students entering grade 9:**

	Course and credit requirements for all students entering grade 9 in:					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
LANGUAGE ARTS LITERACY	20 credits	20 credits aligned to grade 9 through 12 standards				
MATHEMATICS	20 credits including algebra I		20 credits including algebra I and geometry		20 credits including algebra I, geometry, and a third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21 st century careers	
SCIENCE	15 credits including at least five credits in laboratory biology/life science		15 credits including at least five credits in laboratory biology/life science and one additional laboratory/inquiry-based science course which shall include chemistry, environmental science, or physics		15 credits including at least five credits in laboratory biology/life science or an additional laboratory/inquiry-based science course including chemistry, environmental science, or physics, and a third laboratory/inquiry-based science course	
SOCIAL STUDIES	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2	15 credits including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings				
FINANCIAL, ECONOMIC AND ENTREPRENEURIAL LITERACY	No state requirement		2.5 credits			
HEALTH, SAFETY, AND PHYSICAL EDUCATION	3 credits in physical education and 1 credit in health and safety during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8					
VISUAL AND PERFORMING ARTS	5 credits					
WORLD LANGUAGES	5 credits					
TECHNOLOGICAL LITERACY	Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum					

GRADUATION/PROMOTION POLICY

RUTHERFORD HIGH SCHOOL

<u>21ST CENTURY LIFE AND CAREERS, OR CAREER – TECHNICAL EDUCATION</u>	5 credits	
<u>ELECTIVES</u>	15 credits of electives from the Core Content Standard areas	15 credits from within one of the Rutherford High School Career Strands
<u>TOTAL CREDITS</u>	120	130

<u>LANGUAGE ARTS LITERACY</u>	<u>20 credits</u>	<u>Aligned to grade 9 through 12 standards</u>
<u>MATHEMATICS</u>	<u>20 credits</u>	<u>Including Algebra I, Geometry, and a third year of math that builds on the concepts and skills of Algebra and Geometry and prepares students for college and 21st century careers</u>
<u>SCIENCE</u>	<u>15 credits</u>	<u>Including at least five credits in laboratory Biology/Life Science or an additional laboratory/inquiry-based science course including Chemistry, Environmental Science, or Physics; and a third laboratory/inquiry-based science course</u>
<u>SOCIAL STUDIES</u>	<u>15 credits</u>	<u>Including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of Civics, Economics, Geography and global content in all course offerings</u>
<u>FINANCIAL, ECONOMIC AND ENTREPRENEURIAL LITERACY</u>	<u>2.5 credits</u>	
<u>HEALTH, SAFETY, AND PHYSICAL EDUCATION</u>		<u>3 credits in Physical Education and 1 credit in health and safety during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8</u>
<u>VISUAL AND PERFORMING ARTS</u>	<u>5 credits</u>	
<u>WORLD LANGUAGES</u>	<u>5 credits</u>	
<u>TECHNOLOGICAL LITERACY</u>		<u>Consistent with the Core Curriculum Content Standards, integrated throughout the curriculum</u>
<u>21ST CENTURY LIFE AND CAREERS, OR CAREER – TECHNICAL EDUCATION</u>	<u>5 credits</u>	
<u>ELECTIVES</u>		<u>22.5 additional elective credits</u>
<u>TOTAL CREDITS</u>	<u>130</u>	

GRADUATION/PROMOTION POLICY
RUTHERFORD HIGH SCHOOL

- B. Students must carry a minimum of 35 credits and a maximum of 40 credits each year except those students who have returned for their fifth year after failing to meet the graduation requirements during the normal four year sequence.
- C. Students must pass the mandated state assessments or meet the alternate requirements as outlined in the N.J. Administrative Code.
- D. Students may not "double up" on any more than one previously failed subject in any given school year.
- E. A student receiving three quarter grades of "F" - one of which results in a final failure may receive credit in summer school if the course is taken for new credit (120 hours) One semester courses are not affected by this section of the policy.
- F. Credits from an approved summer school or evening school will be accepted for credit recovery provided prior approval for attending said school was received from the high school guidance department. Online course credit for credit recovery will be accepted provided they are it is taken for a course previously failed and prior approval was received from the high school guidance department.
- G. On-line, distance learning and correspondence courses are not accepted for credit as a new course.
- H. Students who fail to meet all graduation requirements are ineligible for a high school diploma and may not participate in the graduation ceremony.
- I. Credits needed for placement in designated grade level:
- | | |
|----------|---|
| Grade 10 | 30 earned credits |
| Grade 11 | 60 earned credits |
| Grade 12 | Eligibility to meet all graduation requirements by June of the current school year. |

Adopted: April 12, 2004
Revised: May 15, 2006
Revised: August 14, 2006
Revised: January 14, 2008
Revised: November 9, 2009
Revised: April 16, 2012
Revised:

~~Legal Reference: N.J.A.C. 6A:8-51 et seq. Implementation of Graduation Requirements~~

<u>Legal References:</u>	<u>N.J.S.A. 18A:4-25</u>	<u>Prescribing minimum courses of study for public schools; approval of</u>
		<u>courses of study</u>
	<u>N.J.S.A. 18A:7C-1</u>	<u>Commissioner of education to develop a program of standards and</u>
		<u>guidelines</u>
	<u>N.J.S.A. 18A:7C-2</u>	<u>Boards of education; establishment of standards</u>
	<u>N.J.S.A. 18A:7C-4.1</u>	<u>Operation recognition; purpose; eligibility; application procedure</u>

GRADUATION/PROMOTION POLICY
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N.J.S.A. 18A:7C-5.1 Boards of education prohibited from excluding students from
graduation ceremony or from obtaining yearbook for inability to pay
fees

N.J.S.A. 18A:7F-46 Review, update of core curriculum content standards; Educational
Adequacy Report

N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study

N.J.S.A. 18A:35-1 et seq. Curriculum and courses

N.J.S.A. 18A:36-17 Credit of seniors in active military and naval service, etc.

N.J.A.C. 6:30-3.7 Graduation

N.J.A.C. 6A:8-1.1 et seq. Standards and assessment
see particularly:

N.J.A.C. 6A:8-1.2, -2.1, -3.1,
-3.3, -4.1, -4.2, -4.3, -5.1, -5.2

N.J.A.C. 6A:14-3.7 Individualized education program

N.J.A.C. 6A:14-4.11 Graduation

N.J.A.C. 6A:15-1.11 Graduation requirements for limited English proficient
Students

N.J.A.C. 6A:23A-9.5 Commissioner to ensure achievement of the Core Curriculum
Content Standards

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the performance of school districts

N.J.A.C. 6A:32-2.1 Definitions

N.J.A.C. 6A:32-12.1 et seq. Annual reporting and planning requirement

N.J.A.C. 6A:32-13.1 et seq. Programs and practices to support student achievement

N.J.A.C. 6A:32-14.1 et seq. State and federally mandated programs and services

The Department of Education Website, <http://www.nj.gov/njded/assessment/>
(Lists the state assessment components)

No Child Left Behind Act of 2001, PL. 107-110, 20 U.S.C.A. 6301 et seq.

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The chief school administrator, 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 parents/guardians and pupils, 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 intended to appraise the pupil'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 chief school administrator, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the board.

If a grade is challenged by a parent or a pupil, a teacher-parent conference shall be held in which the teacher shall furnish the grades and the reasons for the final grade. If a parent or pupil is not satisfied with the teacher conference, the pupil or parent may go to the principal. In an attempt to resolve the matter, the principal must involve the teacher and the pupil and the parent in the investigation. The decision regarding the grade then rests with the principal. If the grade is changed by the principal, he/she should change the grade on all records, and note by whose authority the grade has been changed. No reprisals shall be taken in any form against a teacher who remains determined in his/her belief that the grade he/she originally gave is fair and correct.

If the grade is not changed at the building level, it is the right of the parent or pupil to pursue the matter to the Superintendent and finally to the Board. In the investigation either by the Superintendent or the Board, the teacher must be involved and has the right to be represented by any person named by him/her. It is the right of the Superintendent or Board to make a final judgment in support of or to change a grade. If the grade is changed at this level, it shall be duly noted on all school records by whose authority the grade was changed. No reprisal shall be taken against the principal who remains determined in his/her belief that his/her original determination is fair and correct.

Testing

In addition to testing procedures established in policy 5120 Assessment of individual needs, the school district shall establish and maintain a general testing program to:

A. Improve the instructional program to assist pupils in achieving the ~~Core Curriculum~~ Content Standards Common Core State Standards for mathematics and language arts literacy and Core Curriculum Content Standards;

B. Measure the needs and progress of individual pupils;

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

- C. Measure the achievement of grade levels;
- D. Allow comparison of district pupils with national or other norms;
- E. 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 that are differentiated or stereotyped on the basis of race, color, creed, religion, ~~sex, ancestry, national origin or social or economic status~~ gender, gender identity or expression, affectional or sexual orientation, ancestry, national origin, nationality, disability, marital status, familial status, pregnancy or social or economic status.

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the principal's office to the chief school administrator'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 parents/guardians 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 chief school administrator shall develop procedures for determining class ranking that take into account:

- A. Records of transfer pupils;
- B. Honors and advanced courses.

~~In determining class rank, grades or credits received through correspondence courses or distant learning network programs shall not be included in the calculations of class rank.~~

Adopted: June 9, 2003
Revised: August 14, 2006
Revised:

Legal References: N.J.S.A. 18A:7C-3, -4, -6, -6.2 Remedial instruction for students not
meeting graduation standards
N.J.S.A. 18A:11-1 General mandatory powers and duties

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

<u>N.J.S.A. 18A:35-4.9</u>	<u>Pupil promotion and remediation, policies and Procedures</u>
<u>N.J.S.A. 18A:36-34</u>	<u>Written approval required prior to acquisition of certain survey information from students</u>
<u>N.J.S.A. 18A:54-20</u>	<u>Powers of board (county vocational schools)</u>
<u>N.J.A.C. 6A:7-1.7</u>	<u>Equality in school and classroom practice</u>
<u>N.J.A.C. 6A:8-1.1 et seq.</u>	<u>Standards and Assessments</u>
see particularly:	
<u>N.J.A.C. 6A:8-1.3, -4.1, -5.1</u>	
<u>N.J.A.C. 6A:16-1.4(c)</u>	<u>District policies and procedures</u>
<u>N.J.A.C. 6A:30-1.4</u>	<u>Evaluation process for the annual review</u>
<u>N.J.A.C. 6A:32-2.1</u>	<u>Definitions</u>
<u>N.J.A.C. 6A:32-7.1</u>	<u>Student Records</u>
<u>N.J.A.C. 6A:32-12.2</u>	<u>School-level planning</u>

34 CFR 98 Protection of Pupil Rights

No Child Left Behind Act of 2001, PL 107-110, 20 U.S.C.A. 6301 et seq.

Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862

ASSIGNMENT WITHIN DISTRICT INSTRUCTIONAL ARRANGEMENT

The Board of Education directs the assignment of pupils to the schools, programs, and classes of this district in a manner that is consistent with the best interests of all pupils and the best uses of the resources in the district.

Residency and assignment decisions are made in the Office of the Superintendent, not by the individual schools. The Board of Education directs the Superintendent to determine the school attendance areas. Pupils who reside in an attendance area are expected to attend the designated school when assigned there by the Office of the Superintendent. It is the parent/guardian's responsibility to notify the district of any change in address. Such a change may necessitate a change in school assignment.

Attendance areas notwithstanding, the Superintendent reserves the right to assign a student to any school in the district. Every effort will be made to equalize class sizes at each grade level. Toward this end, students will be assigned outside their expected attendance area when necessary to balance class sizes.

The Board of Education recognizes the fact that it may not be possible to enroll children from the same family in the same school because of variations in student populations at different grade levels and variations in the number of class sections in different schools. Assignment decisions by the Superintendent shall, therefore, not be restricted to the school in which a family member attends.

Parents who are dissatisfied with a pupil's school assignment may appeal to the Superintendent of Schools.

NJAC 18A:11-1

Adopted: December 10, 1984
Revised: June 14, 1999
Renumbered: 07/12/04 (5120)
Revised:

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties

FIELD TRIPS

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 pupils 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. Unless unusual circumstances warrant the superintendent to direct otherwise, eEach grade level from K through 8 shall participate in at least one field trip each year.

All trips must be individually approved by the superintendent.

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

- A. All trips, and the arrangements for them, must have advance approval. This includes whether district buses will be used; whether these may be supplemented by private vehicles; the route to be followed; and parking arrangements if necessary.
- B. Costs must be ascertained.
- C. Each child who goes on a field trip or excursion must have written parental permission.
- D. Pupil safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary. (See Policy 6153.12)
- E. All trips must be well planned, properly timed, and related to regular learning activities, or to district goals and objectives.
- F. Each field trip should be evaluated by pupils, teachers, and the administration.
- G. All overnight field trips require the approval of the board. (See Policy 6153.13)

The Board may require that all or part of the costs of a field trip are borne by the pupils' parents or guardians with the exception of pupils suffering financial hardship. In determining financial hardship, the criteria used shall be the same as the eligibility criteria for free and reduced price meals under the federal school lunch program. No pupil shall be denied the right to participate because of inability to pay.

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

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

FIELD TRIPS

Pupil Self-Administration of Medication

The board shall permit self-administration of medication on field trips for asthma or other potentially life-threatening illness by pupils who are able to self-administer. All conditions established by law and board policy shall be met (See policy 5141.21).

Epinephrine shall be administered via epi-pen to pupils in emergencies on field trips by the school nurse, his/her designee(s), the student's parent/guardian or the student himself/herself, in accordance with policy 5141.21 Administering Medication.

Adopted: February 9, 2004

Revised: March 10, 2008

Revised:

Legal References:	<u>N.J.S.A. 18A:25-2</u>	Authority over pupils
	<u>N.J.S.A. 18A:36-21 through -23</u>	Field trips; costs to be borne by parents or guardians ...
	<u>N.J.S.A. 18A:36-35</u>	<u>School Internet web sites; disclosure of certain student information prohibited</u>
	<u>N.J.S.A. 18A:39-20.1</u>	Transportation to and from related school activities in private vehicle with capacity of eight or less; authorization of qualified school personnel, state employees or parents
	<u>N.J.S.A. 18A:40-12.3 through -12.4</u>	Self-administration of medication by pupils; conditions ...
	<u>N.J.S.A. 18A:40-12.5</u>	Policy for emergency administration of epinephrine to public school pupils
	<u>N.J.S.A. 18A:40-12.6</u>	Administration of epinephrine; primary responsibility; parental consent
	<u>N.J.A.C. 6:21 1.1 et seq.</u>	Pupil transportation
	<u>see particularly:</u>	
	<u>N.J.A.C. 6:21 1.1,</u>	
	<u>3.1(b), -7.1</u>	
	<u>N.J.A.C. 6A:27-1.1 et seq.</u>	<u>Student transportation</u>
	<u>see particularly:</u>	
	<u>N.J.A.C. 6A:27-1.1(b),</u>	
	<u>-7.6, -11.1, -11.2</u>	

HOMEWORK POLICY

DEFINITION

Homework is an academic activity engaged in by students outside of class.

PURPOSES

The primary objective of homework is to foster a sense of student responsibility for the learning process through tasks requiring time-budgeting and decision making.

More specifically, homework is intended to:

1. provide for essential practice in and reinforcement of skills
2. enrich and extend classroom experiences and build positive work and study habits
3. provide experiences in finding sources and gathering data
4. encourage the development of self discipline and integrity

AMOUNT OF HOMEWORK

The amount of time which students in the same grade will spend on homework will vary due to individual differences; however, it is believed that students should be assigned homework on a daily basis. The following time allocations are suggested for homework at various grade levels and are approximate. In grades K-3 homework may be assigned four times a week. In grades 4-12 teachers are encouraged to coordinate assignments. It is conceivable that there may be times when no homework will be assigned and that there may be times when more homework than stated will be necessary.

Kindergarten	15 minutes, 3 times per week
Grade 1	20 minutes daily
Grade 2	30 minutes daily
Grade 3	40 minutes daily
Grade 4	50 minutes daily
Grade 5	1 hour daily
Grade 6	1 hour and 30 minutes daily
Grade 7 & 8	1 ½ to 2 hours daily
Grades 9 through 12	Students should be prepared to spend an average of 30-45 minutes for each academic subject daily. From time to time no actual assignment will be given, allowing students time for review, research, and long term assignments.

In addition teachers will encourage parents of primary and elementary students to set aside some time on a daily basis for their children to read or be read to for pleasure.

If a student consistently states that he/she has no homework or that he/she has completed an assignment in school, parents should contact the teacher or school authority for verification.

HOMEWORK POLICY

GRADING/EVALUATION OF HOMEWORK

In order to encourage positive student attitude toward homework, teachers will be expected to instruct their pupils in the proper techniques and methods of completing homework assignments.

1. The teacher checks homework ~~as quickly as possible~~ and affixes a comment and/or assigns ~~appropriate~~ a grade when appropriate to all written assignments. Thus, ~~Homework grades become~~ are a part of the report card grade.

2. The students are responsible for and expected to complete and submit each assignment on its due date. The assignments are to conform to the procedures set forth by the teacher in conjunction with the administration.

- ~~3. If the teacher employs oral correction or self checking as the teacher applied grading technique, all papers are to be perused and marks given. This may be a check, a mark or satisfactory for unsatisfactory, or a letter grade.~~

- ~~4. The teacher will provide discussion time after student self correction of papers to clarify any misconceptions.~~

~~5.~~ 3.

The teacher will notify a parent by phone or written note whenever a student consistently fails to do his/her homework ~~five times in a marking period~~. Parents are encouraged to check the Parent Portal in grades 6-12 and contact the teacher as needed.

~~6. 4. In~~ For grades 6-12: All homework will be discussed, graded, or checked. which is assessed Regular assignments in English, Science, Mathematics, Social Studies, Business, Foreign Language, and Health will count as no less than 10% or more than 15% of each marking period's grade.

HOMEWORK DURING ABSENCES

All classwork and homework assignments due to absence are to be made up within a time period specified by the classroom teacher or administrator. The student is expected to show initiative in seeking out a teacher to determine what assignments were missed and when these shall be due. Work can be sent home to any student involved in an extended absence.

Adopted: May 12, 1986
Renumbered: July 12, 2004 (2330)
Revised: July 11, 2005
Revised: July 13, 2009
Revised:

<u>Legal References:</u>	<u>N.J.S.A. 18A:11-1</u>	<u>General mandatory powers and duties</u>
	<u>N.J.S.A. 18A:36-14</u>	<u>Religious holidays; absence of pupils on; effect</u>
	<u>N.J.S.A. 18A:54-20</u>	<u>Powers of board (county vocational schools)</u>
	<u>N.J.A.C. 6A:32-10.1 et seq.</u>	<u>Summer School Sessions</u>

RESEARCH/STUDENT SURVEYS

The board of education recognizes that educational research can be a valuable tool in identifying and applying strategies to enhance student achievement and in identifying factors that could prevent students from becoming contributing members of society. Surveys among student populations can be an important part of this research.

Students and parents/guardians retain certain rights, however, in the administration of surveys. The board shall ensure that prior written consent is obtained from parents/guardians or emancipated students before any survey is administered that is funded in whole or in part by any program ~~administered by the United States Department of Education~~, if the survey (analysis or evaluation) is designed to reveal information on any of the following:

- A. Political affiliations or beliefs of the student or the student's parents/guardians;
- B. Mental and psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
- G. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written informed consent shall also be obtained from parents/guardians or emancipated students prior to the administration of any academic or nonacademic survey, assessment, analysis or evaluation that would reveal the student's social security number.

Parents/guardians shall be given the opportunity to inspect any survey, analysis or evaluation that solicits information in any of the above areas. If parents/guardians object to their child(ren)'s participation in the survey, the child(ren) shall be allowed to opt out.

Prior approval of the superintendent or designee is required for all other surveys on topics not listed. Anyone seeking approval of a proposed survey must provide the superintendent with details of the survey methodology, its specific educational purpose and a description of how results will be disseminated and applied.

For all surveys the identity of the respondent shall remain confidential.

The superintendent shall develop regulations to implement this policy that include reasonable timelines for parents/guardians to access and review surveys as prescribed by law, and arrangements to protect student privacy in the administration of a survey.

RESEARCH/STUDENT SURVEYS

This policy and the regulations shall be made available to the public at least annually at the beginning of the school year, especially to parents/guardians and to district staff. The public shall be informed within a reasonable period of time if substantive change is made to policy and regulations. The public shall also be informed of specific or approximate dates, if known, when surveys may be administered.

Adopted: April 12, 2004

Revised:

Legal References: N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain
survey information from students
N.J.A.C. 6A:16-1.4 District policies and procedures

20 U.S.C.A. 1232g – Family Educational Rights and Privacy Act

20 U.S.C.A. 1232h – Protection of Pupil Rights Amendment

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A.
6301 et seq.

In re: Application of Charles V. Reilly, Robert A. Hutton and
Sean Reilly to Contest the Validity of the Enactment of
Assembly Bill 3359 (P.L. 2001, c. 364), Superior Court of New
Jersey, Appellate Division, Docket No. A-0163-02T2, 2003
N.J. Super. Lexis 376

RESPONSE TO

INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION PUPILS (I&RS)

The board of education shall provide a program of Response to Intervention ~~intervention and referral~~ services for general education pupils who are experiencing personal, interpersonal or academic difficulties to help them function productively and develop positively in the classroom environment.

The chief school administrator shall prepare procedures to:

- A. Identify pupils in need, and plan and provide for appropriate intervention or referral services and/or referral to school and community resources;
- B. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral services;
- C. Provide support, guidance and professional development to school staff who identify and refer pupils and to school staff who participate in planning and providing intervention and referral services;
- D. Actively involve parents/guardians in the development and implementation of intervention and referral plans;
- E. Coordinate the access to and delivery of school services for identified pupils;
- F. Coordinate the services of community-based social and health provider agencies;
and
- G. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the response to intervention ~~intervention and referral~~ plan.
- H. Maintain records of all requests for assistance and all intervention and referral services plans in accordance with federal and state law and regulation;
- I. At a minimum, 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 principal for improving school programs and services, as appropriate.

The board shall review and adopt these procedures, and the chief school administrator shall report to the board on their implementation.

Adopted: April 12, 2004
Revised: March 16, 2009
Revised:

Legal References : N.J.A.C. 6A: 16-8.1 et. seq. ~~Intervention and referral services for general education pupils~~

CHILD STUDY TEAM

The board of education shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The chief school administrator shall present to the board for approval job descriptions, qualifications and evaluation criteria for positions required, and shall present to the board for hiring the best qualified applicants.

When additional or more comprehensive evaluations of pupils are necessary, the chief school administrator shall recommend for board approval qualified persons or agencies to supplement the district team. Appropriate staff members, such as the nurse and teachers assigned to the pupil, shall also be involved.

Pupils who have been identified by any professional staff member, the parents/guardians of the child, a child welfare agency or by the health services staff as possibly having an educational disability shall be considered for evaluation.

Teachers and administrators shall provide intervention resources (e.g., Intervention and Referral Services Committee, RTI committee, adaptive teaching methods and materials, schedule changes, modified workloads, corrective or remedial instruction, etc.) in order to discover whether an observed difficulty is the result of problems within the educational delivery system. Parents/guardians shall be notified of such interventions. The members of the child study team shall be available to discuss problems informally with teachers and parents/guardians.

If the problems persist despite these intervention techniques, a formal referral, requiring due process procedures, shall be initiated. The examination of each such pupil shall proceed promptly in strict accordance with law. The board shall review and adopt the regulations governing the referral process.

Examination of each identified child may consist of a physical examination, a psychological examination, an educational examination, a social case study, and/or such other examinations as may be deemed necessary by the child study team.

Disaffected Pupils

In addition to the educationally disabled, the child study team shall consider and recommend appropriate remedies and/or programs for pupils exhibiting disaffected behavior patterns. A survey of needs shall be conducted for each such pupil. If the survey indicates the advisability of a complete evaluation, a referral shall be initiated and due process followed. If the survey indicates a change in program, the child study team shall cooperate with the teaching staff in developing an appropriate program, including, if necessary, alternative programs.

Disruptive Pupils

All staff members shall be familiar with and implement the discipline policies and procedures

CHILD STUDY TEAM

adopted by this board. This implementation will identify the pupil who is disruptive. Staff members shall report the names of pupils who disrupt the educational program to the appropriate administrator who shall initiate actions which will ensure the involvement of the pupil's family and the provision of counseling and assessment services, so as to determine the causes of the pupil's disruptive behavior. A request for pre-referral intervention shall be made to the Response to Intervention (I&RS) Intervention and Referral Services Committee. Once that process has been exhausted, a referral for evaluation may be made to the child study team. Throughout this process, administrators, support staff, teachers, parents/guardians, and if prudent, the pupil are to be involved. If all strategies prove unsuccessful, referral to the appropriate outside agency may be made.

In accordance with state law and board policy, disruptive pupils whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion.

Adopted: April 12, 2004
Revised: March 16, 2009
Revised:

Legal References:	<u>N.J.S.A. 18A:46-3.1</u>	Regional consultants for hearing impaired; appointment; duties
	<u>N.J.S.A. 18A:46-5.1</u>	Basic child study team services; provision by boards of education and state operated programs ...
	<u>N.J.S.A. 18A:46-5.2</u>	Participation by parent or guardian
	<u>N.J.A.C. 6A:9-13.5</u>	School social worker
	<u>N.J.A.C. 6A:9-13.6</u>	Speech-language specialist
	<u>N.J.A.C. 6A:9-13.7</u>	Director of school counseling services
	<u>N.J.A.C. 6A:9-13.8</u>	School counselor
	<u>N.J.A.C. 6A:9-13.9</u>	School psychologist
	<u>N.J.A.C. 6A:9-13.10</u>	Learning disabilities teacher-consultant
	<u>N.J.A.C. 6A:14-1.1 et seq.</u>	Special Education
	<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services

1990 Individuals with Disabilities Education Act, 20 U.S.C.A. 1400 et seq. - P.L. 101-476 (formerly Education for All Handicapped Children Act - Part B)

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

REMEDIAL INSTRUCTION

Pupils who perform below acceptable levels on statewide assessments of the Core Curriculum Content Standards shall participate in remedial programs. Proficiency shall also be evaluated through multiskills assessment, standardized tests, diagnostic instruments, teacher observation and pupil progress reports.

The programs shall include procedures to evaluate pupil achievement related to the remedial program objectives and standards. Continuous communication between teaching staff members and parents/guardians of pupils participating in remedial educational programs shall be coordinated by the chief school administrator. These programs shall be supplemental to the regular program and designed to assist students who have academic, social, economic or environmental needs that prevent them from succeeding in regular school programs.

All parents/guardians shall be notified in writing of a pupil's need for a consistent remedial/skill maintenance program and shall be encouraged to participate in its design.

Regulations governing these programs and procedures shall be reviewed and adopted by the board as required by law.

The chief school administrator shall evaluate the remedial education programs each school year and report to the board of education as to their effectiveness in achieving and maintaining acceptable levels of pupil proficiency.

Adopted: April 12, 2004

Revised:

Legal References: N.J.S.A. 18A:7C-1 et seq. High School Graduation Standards

See particularly:

N.J.S.A. 18A:7C-2,
-3, -4, -6

N.J.S.A. 18A:35-4.9

Pupil promotion and remediation; policies and procedures

N.J.A.C. 6A:8-4.3

Accountability

N.J.A.C. 6A:8-4.4

Annual review and evaluation of school districts

N.J.A.C. 6A:8-5.1

Graduation requirements

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)

SPECIAL EDUCATION

In compliance with state department of education interpretation of the administrative code on special education, the board adopts the following revision/amendment of its existing policies on providing educational and related services to pupils identified as having educationally disabling conditions as defined in federal and state law.

A. Identification, location and evaluation of potentially educationally disabled pupils, according to N.J.A.C 6A:14-3.3

The chief school administrator shall prepare written procedures for locating, identifying and evaluating all students with disabilities, ages three through 21, who reside within the district, including students with disabilities attending nonpublic schools, or who may be homeless, who are in need of special education and related services, regardless of the severity of their disabilities. (POLICY 1)

Homeless students will be located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and will be 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. (POLICY 2)

Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties.

In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three.

When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail 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 that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14. (POLICY 18)

B. Evaluation and determination of eligibility

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4 and 3.5 concerning: (POLICY 3)

1. Parental notice, notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;

2. An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;

3. Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the thirteen categories of disability described in the administrative code, and the disability adversely affects the pupil's educational performance. The chief school administrator shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the

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board.

The board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the IEP, including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

Students with disabilities will be afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate. (POLICY 7)

C. Determination of eligibility according to N.J.A.C. 6a:14-2.3(i)1 and 3.5 through -3.6

Eligibility for special education and related services shall be determined collaboratively by the parents/guardians; a teacher who is knowledgeable about the pupil's educational performance or district's programs; the pupil, where appropriate; at least one child study team member who participated in the evaluation; the case manager; other appropriate individuals at the discretion of the parent or district; and for an initial eligibility meeting, certified school personnel referring the pupil as potentially disabled, or the school principal or designee if they choose to participate.

A pupil shall be determined eligible and classified for special education and related services when it is determined that the pupil has one or more of the disabilities defined in the administrative code.

A pupil shall be determined eligible for speech-language services when he/she exhibits a speech or language disorder as outlined in the administrative code.

D. Provision of full educational opportunity to educationally disabled pupils

The board of education is responsible for providing education for all children resident in the district. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the child study team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the board of education cannot provide required instruction and related services from its own resources and facilities, the board will seek appropriate placement outside the district, and will assume such costs of that placement as are required by law.

The board of education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

When instruction in health, fine, performing and/or practical arts, music, home economics, and other education programs is provided to groups consisting solely of pupils with disabilities, the size of the groups and age range shall conform to the requirements for special class programs described in the administrative code.

When pupils with disabilities participate in physical education, intramural and interscholastic sports, non-academic and extracurricular activities in groups consisting solely of pupils with disabilities, the age range and group size shall be based on the nature of the activity, needs of the pupils participating in the activity and the level of supervision required.

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The goal of the board's special education program is to provide full educational opportunity to all educationally disabled resident pupils ages three through 21, including homeless students, as those terms are defined in federal and state law. The board will make available to parents/guardians of educationally disabled children below the age of three information regarding services available through other state, county and local agencies.

The chief school administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

The chief school administrator shall also ensure that the district plan for special education is in compliance with administrative code and the approved state plan for special education, according to N.J.A.C. 6A:14-4.1. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that describes the use of IDEA Part B funds. The chief school administrator shall ensure that the plan is implemented in this district and shall supervise its operation so that it will accomplish its stated goals and objectives.

A written individualized education program shall be developed, implemented, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7 for each classified pupil. In accordance with New Jersey law, a review shall be conducted by the appropriate staff members annually or more often, if necessary, to evaluate the disabled pupil's progress and to revise the individualized education program. (POLICY 4)

The chief school administrator shall ensure that an IEP is in effect for every pupil in the district who is receiving special education and related services and that a free appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

1. 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;

2. 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;

3. A free, appropriate public education is available to any student with a disability who is eligible for special education and related services, even though the student is advancing from grade to grade;

4. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and

5. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible, and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability. (POLICY 8)

Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition

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and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7. (POLICY 9)

The chief school administrator shall ensure that all preschool pupils with disabilities shall have their IEPs implemented no later than their third birthdays. To provide a smooth transition between a child's preschool program and his/her school age program (public or private), particular attention shall be paid to articulation between those programs.

These procedures and arrangements shall be adopted by the board after review and possible revision. The procedures shall include criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

Full educational opportunity to all students with disabilities will be provided and 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. (POLICIES 10 AND 5)

Provision will be made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2. (POLICY 12)

Students with disabilities who are placed in private schools by the district board of education, will be provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3. (POLICY 13)

All personnel serving students with disabilities will be highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law. (POLICY 14)

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 is provided. The district board of education shall 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, 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. 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. (POLICY 15)

Instructional materials will be provided to blind or print-disabled students in a timely manner. (POLICY 16)

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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 Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent to apply for such services. (POLICY 17)

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. (POLICY 9)

E. Statewide assessments and high school graduation

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP. When a pupil has been exempted from any graduation requirement, his/her IEP shall address alternate requirements to be met. The chief school administrator shall ensure that all pupils with disabilities are included in statewide 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 statewide assessments or the applicable Alternate Proficiency Assessment, in grades 3, 4, 5, 6, 7, 8, and 11 in accordance with their assigned grade. (POLICY 6)

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil entering the secondary program will address all the elements required in the administrative code, including specifically addressing graduation requirements. Required reviews of the IEP shall continue to address graduation requirements.

A disabled pupil who has not been exempted from the proficiencies or has performed below the state minimum level of pupil proficiency on one or more areas of the state-mandated high school proficiency test may participate in the special review assessment (SRA).

Educationally disabled pupils meeting the standards for graduation according to N.J.A.C.6A:14-4.11 shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

F. Compilation, maintenance, access to and confidentiality of pupil records

The compilation, maintenance, access to and confidentiality of student records will be in accordance with N.J.A.C. 6A:32-7. (POLICY 11)

To ensure proper accessibility and confidentiality, the records of educationally disabled pupils shall be gathered, updated, maintained, stored, transferred, made accessible and finally disposed of in accordance with the district policy 5125 on pupil records in general.

To assure the security of special education records:

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1. Provision shall be made for access and security of computer-stored records of educationally disabled pupils;

2. Clerical and secretarial tasks related to such records shall be performed only under the supervision of appropriately certified staff.

As with all pupil records, access shall be guaranteed to persons authorized according to N.J.A.C. 6A:32-7.5 within 10 days of the request, but prior to any review or hearing conducted in accordance with state board of education regulations.

For the district's general policy and regulation on pupil records see 5125, which deals with all requirements common to disabled and general pupil records including enumeration and description of records, provisions for access, notice to parents/guardians of their rights in regard to the child's records, etc.

G. Participation of and consultation with the parents of educationally disabled pupils toward the goal of providing full educational opportunity to all educationally disabled pupils ages three through 21.

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4.A surrogate parent will be appointed for unaccompanied homeless youths as defined in 42 U.S.C §§ 11431 et seq.

All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed.

Meetings shall be conducted to determine eligibility and to develop, review and revise a pupil's individualized education program. Such meetings shall be scheduled at a mutually agreed upon time and place, and notice of the meetings shall indicate the purpose, time, location and participants. If the parents/guardians cannot attend the meetings, the chief school administrator/designee shall attempt to ensure parental participation, including the use of individual or conference telephone calls. Documentation shall be maintained of all attempts to secure parent/guardian participation.

Parents/guardians shall receive a copy of the pupil's IEP and of any revisions made to it.

All communication with parents/guardians, including written notice, notifications and required meetings, shall be conducted in the language used for communication by the parent/guardian and pupil unless it is not feasible to do so. This shall include providing foreign language interpreters or translators and sign language interpreters for the deaf at no cost to the parents.

The IEP shall be developed and monitored with the cooperation and input of parents/guardians. In addition to educational programming, the IEP shall provide for necessary disciplinary action and specify graduation requirements when appropriate. Any accommodations and/or modifications for the administration of statewide assessments shall be specified in the IEP.

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1. No more than 90 calendar days after parental consent has been received shall be allowed or the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP. The IEP shall be implemented as soon as possible following the IEP meeting.

Written notice to parents/guardians and/or adult pupils shall be provided as follows:

1. The *case manager* shall provide written notice no later than 15 calendar days after making a determination;

2. The case manager shall provide written notice at least 15 calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult pupil may consider the proposal.

The chief school administrator shall develop and present to the board for review and adoption procedures for:

1. Giving notice to parents/guardians and adult pupils in accordance with N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians and adult pupils of their right to review all educational records with respect to the identification, evaluation and educational placement of the pupil; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;

2. An independent evaluation at the request of the parent/guardian or adult pupil in accordance with N.J.A.C. 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with administrative code, unless the district board of education initiates a due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. The IEP team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;

3. Seeking consent of parents/guardians to the actions in 1, when such consent is required;

4. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;

5. Mediation when disputes arise during any stage of the special education process that cannot be settled between the original parties. A due process hearing may be initiated by the board of education, a parent/guardian or adult pupil;

6. Parental consent shall be obtained prior to implementation of the initial IEP resulting from evaluation; prior to reevaluation except in the circumstances outlined in code; and prior to the release of pupil records according to N.J.A.C. 6A:32-7.6.

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Procedures set out in the administrative code shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a pupil's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The district shall select and train such surrogate parents in compliance with the administrative code.

H. Prevention of needless public labeling of educationally disabled pupils

The board directs that the names and other personally identifiable data concerning educationally disabled children shall be kept confidential and shall not be included in the public acts and public records of this district. Such names and data shall be reduced to code for inclusion in the public record. A special confidential file shall be maintained listing the names of educationally disabled pupils on whose behalf the board of education must take public action. Motions concerning disabled pupils made at public meetings shall be anonymous and referred to this confidential file. This file shall be maintained in accordance with N.J.A.C. 32-7.1 et seq.

Further, the board, administrators, faculty and other personnel shall avoid unnecessary and needless public labeling of such pupils. This shall include the avoidance of public address announcements so designating pupils, any open identification of classrooms with signs so designating, or any item of open or general circulation, such as photographs, audio/videotapes, etc., that so designates an individual pupil or class. Pupil records shall be maintained in accordance with N.J.A.C. 32:7.4.

I. Protection of pupils rights in regard to evaluation and reevaluation procedures according to N.J.A.C. 6a:14-3.4 and 3.8

Procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians whether the pupil is already enrolled in the schools or has been located through the process for identification in the section B of this policy.

The chief school administrator will ensure that all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of disabled pupils, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.

Educational placement decisions made for each disabled pupil shall always be, insofar as possible, in the least restrictive environment according to N.J.A.C. 6A:14-4.2, and commensurate with the pupil's educational needs. This means that to the maximum extent appropriate, educationally disabled pupils shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the pupil and to ensure the quality of services which he/she requires.

The chief school administrator shall encourage positive attitudes toward the educationally disabled in all district pupils and personnel.

Special classes, separate schooling or other removal of educationally disabled pupils from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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In order to ensure a continuum of alternative placements, when the board cannot provide required instruction and related services from its own resources and facilities, it will seek appropriate placement outside the district and will assume such costs of that placement as are required by law.

Placement of a disabled pupil in the least restrictive environment shall be determined annually. Placement shall be provided in appropriate educational settings as close to home as possible.

When the IEP does not describe specific restrictions, the pupil shall be educated in the school he/she would attend if not disabled.

J. Establishment and implementation of procedural safeguards according to N.J.A.C. 6A:14-2 et seq. And n.j.a.c. 1:6a

The board of education directs the chief school administrator to establish and implement the required procedural safeguards as required by N.J.A.C. 6A:14-2.1 et seq. and as outlined in section G of this policy.

The chief school administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

These procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the administrative code dealing with parental notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf.

To implement achievement of the board's goal for provision of special education, the chief school administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. The plan shall consist of policies, procedures, assurances; a comprehensive system of personnel development; data collection and an application that describes the use of IDEA Part B funds.

K. Complying with other aspects of the district program for special education and/or requirements of N.J.A.C. 6a:14

Written Plan

To implement achievement of the board's goal for provision of special education, the chief school administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. After the plan has been approved by the board of education and the county superintendent, the chief school administrator shall implement it in this district and supervise its operation so that it will accomplish its stated goals and objectives. The plan, any alterations to it, and an evaluation of its effectiveness will be shared annually with the community.

Discipline

In general, educationally disabled pupils are subject to the same disciplinary constraints and sanctions as nondisabled pupils. However, before disciplinary action is taken against an educationally disabled pupil, consideration must be given to whether the behavior is caused by the disabling condition, whether the program that is being provided meets the pupil's needs, whether a

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component of the pupil's IEP covers the behavior, or whether the pupil is an immediate danger to himself/herself or others.

A disabled pupil may be removed for disciplinary reasons from his/her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for up to 10 consecutive or cumulative school days in a school year. Such suspensions are subject to the same district board of education procedures as nondisabled pupils. However, at the time of removal, the principal shall forward written notification and a description of the reasons for such action to the case manager.

Procedures for imposing and implementing disciplinary sanctions on educationally disabled pupils, including removal to an interim alternative educational setting, suspension for more than 10 school days in a school year, or expulsion, shall be in strict compliance with the provisions of state and federal law and the administrative code. (See N.J.A.C. 6A:14-2.8, 3.7 and Appendix A)

Early Intervention

The chief school administrator or designee shall gather and make available to parents/guardians of disabled children below the age of three information regarding ameliorative services and programs provided by other state, county and local agencies. The procedures for such dissemination shall be reviewed and adopted by the board.

Preschool Disabled Program

The chief school administrator shall develop and propose for board adoption programs and related services for pupils ages three through five who have been identified and classified as preschool disabled. Such programs and services shall be in strict accordance with New Jersey administrative code.

Placement in Nonpublic Schools

The board shall provide a genuine opportunity for the equitable participation of pupils with disabilities who have been enrolled in nonpublic schools by their parents/guardians, in accordance with federal law and regulations. All special education programs and services shall be provided with the consent of parents/guardians.

Pupils shall receive programs and services as specified in N.J.A.C. 6A:14-6.1.

Limited English Proficient

Pupils with limited English proficiency may have educationally disabling conditions that must be addressed in order to provide them the full educational opportunity that is the goal of the district for every child. Evaluation procedures shall be selected so that the pupil's cultural background and language abilities are taken into consideration unless it is clearly unfeasible to do so; and shall accurately reflect the pupil's ability rather than the impairment. All actions under Parent/Guardian Notification, Consent and Participation are to be conducted in the parents/guardians' dominant language, unless that is clearly impossible. In that case, care shall be taken that the facts and procedures are made intelligible to the parents/guardians.

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Cooperation with Other Agencies

The chief school administrator shall investigate the possibilities of working with organizations and agencies providing services for the disabled, and shall present feasible programs and relationships to the board for consideration.

Evaluation of Program

At least annually, the board shall review in a public meeting evidence of progress toward achievement of the special education plan as a whole, the success of identification procedures specifically, and the effectiveness of implementation of IEPs.

Eligibility for State and Federal Funds

The chief school administrator shall ensure that all requirements for receiving, using and accounting for state and federal funds shall be fulfilled in an accurate and timely manner.

Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with law.

Access

In addition to educational programs, the board directs that the chief school administrator take into consideration physical access to district facilities for disabled pupils, staff and the community in determining location of programs or planning new facilities per state and federal law.

Program Implementation

The board of education shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities (N.J.A.C. 6A:14-1.2h).

Adopted: April 12, 2004

Revised: March 16, 2009

Revised:

Legal References:	<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
	<u>N.J.S.A. 18A:46-1 et seq.</u>	Classes and Facilities for Handicapped Children
	See particularly:	
	<u>N.J.S.A. 18A:46-13</u>	
	<u>N.J.S.A. 18A:46A-1 et seq.</u>	Auxiliary Services
	<u>N.J.A.C. 5:23-7</u>	Barrier free subcode of the uniform construction code
	<u>N.J.A.C. 6A:7-1.7</u>	<u>Equality in school and classroom practices</u>
	<u>N.J.A.C. 6A:8-1.2</u>	<u>Scope</u>
	<u>N.J.A.C. 6A:8-1.3</u>	<u>Definitions</u>
	<u>N.J.A.C. 6A:8-3.1</u>	<u>Curriculum and instruction</u>

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N.J.A.C. 6A:8-4.1 et seq. Implementation of the Statewide Assessment System

N.J.A.C. 6A:8-5.1 et seq. Implementation of Graduation Requirements

N.J.A.C. 6A:9-1.1 et seq. Professional Licensure and Standards

See particularly:

N.J.A.C. 6A:9-11.3

N.J.A.C. 6A:14-1.1 et seq. Special Education

N.J.A.C. 6A:15-1.4 Bilingual programs for limited English proficient students

N.J.A.C. 6A:23A-1.1 et seq. Fiscal accountability, efficiency and budgeting

See particularly: procedures

N.J.A.C. 6A:23A-17.4 to -17.7.

-18.1 et seq.

N.J.A.C. 6A:26-6.1 et seq. Planning and Construction Standards for School Facilities

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

N.J.A.C. 6A:32-7.1 et seq. Student Records

N.J.A.C. 6A:32-8.3 School attendance

N.J.A.C. 6A:32-12.1 Reporting requirements

N.J.A.C. 6A:32-14.1 Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act--Part B)

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

34 CFR 76.1 et seq. - General Administrative Regulation EDGAR

34 CFR 77.1 et seq. - General Administrative Regulation EDGAR

34 CFR 300 - Assistance to States for the Education of Children with Disabilities (IDEA Regulations)

Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (C. A.3 1993)

SPECIAL EDUCATION

Cedar Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)

WORK IN PROGRESS

**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 ~~Intervention and Referral Services (IRS)~~ Response to Intervention (I&RS) 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 ~~IRS~~ Response to Intervention (I&RS) 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 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

**DISAFFECTED STUDENTS
(Regulation)**

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 student assistance counselor utilizing the Guidance Referral Form.

- A. The 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. A referral to the ~~Intervention and Referral Service~~ Response to Intervention (I&RS)

**DISAFFECTED STUDENTS
(Regulation)**

Committee for development of intervention strategies.

9. A referral for Child Study Team evaluation will be considered.

Adopted: December 10, 1990
Renumbered: 07/12/04 (5479R)
Revised: March 8, 2010
Revised:

WORK IN PROGRESS

ALTERNATIVE EDUCATIONAL PROGRAMS

The board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the district. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the chief school administrator shall investigate and propose to the board for approval alternative programs and facilities. On-line, distance learning and correspondence courses are not accepted for credit as a new course or as a course taken for one previously failed.

Home Schooling

~~The board acknowledges the right of parents/guardians to educate their children at home. At the board's request, parents/guardians who choose this option shall submit adequate evidence that they are providing an equivalent instruction to that provided by this district.~~

~~In the event that a child who is home schooled decides to reenroll in the district, placement shall be made based on an objective assessment that is similar to all students for that grade. An assessment will also be made as to the child's compliance with state and local requirements for graduation. If a child has been home schooled and received instruction through correspondence courses or distant learning network programs, any grades or credits received shall not be included on the district's transcripts or included in the calculation of the student's grade point average.~~

The board acknowledges the right of parents/guardians to educate their children at home. The board is not required by law to allow a resident child educated elsewhere than at school to participate in the regular school curriculum or in extracurricular or sports activities. The board may:

- A. Allow a child educated elsewhere than at school to participate in curricular and extracurricular activities or sports activities;
- B. Loan books or materials to a child educated elsewhere than at school.

Required Services to Home Schooled Students

When a student of this district is home schooled, the district shall:

- A. Provide payment for tuition when a student is enrolled in a shared-time vocational school program. Once a resident student is enrolled in a shared-time vocational school program the student becomes a public school student;
- B. Review any written request for a special education evaluation and if warranted conduct an evaluation as described in board policy 6171.4 Special Education and in accordance with the

ALTERNATIVE EDUCATIONAL PROGRAMS

federal special education law, Individuals with Disabilities Education Act (P.L. 108-446 §612).

If the child is eligible for special education and related services, the district shall make a free, appropriate public education available only if the child enrolls in the district. If the child does not enroll in the district, but the district chooses to provide services, the district will develop a plan for the services to be provided.

Disruptive/Disaffected Children

The board of education recognizes that the active engagement of each pupil is a primary requisite for sound teaching and learning to take place. When a child is unable to benefit from the educational program because he/she is either disruptive or disaffected, then the educational goals of the district for that child will not be realized and the efforts of other pupils may be impeded.

In an effort to optimize the educational experience for each child, the chief school administrator shall develop procedures to identify and work with disruptive/disaffected pupils.

When it is determined by the child study team that a disruptive/disaffected pupil is not classifiable, the board shall consider some other program as an alternative to regular classroom attendance. When the district does not have a suitable alternative program available, the chief school administrator shall recommend to the board placement in a program of another district, or home instruction.

In accordance with state law and board policy, disruptive pupils whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion (see policy 5114).

Removal for Weapons Offenses or Assault

Any pupil who is convicted or found to be delinquent for the following offenses shall be immediately removed by the principal from the district's regular education program for a period

of not less than one calendar year and placed in an alternative education school or program pending a hearing before the board of education to remove the pupil;

A. Possessing a firearm on any school property, on a school bus, or at a school-sponsored function; or

B. Committing a crime while possessing a firearm.

The chief school administrator shall determine at the end of the year whether the pupil is to return to the district's regular education program, in accordance with procedures established by the Commissioner of Education.

ALTERNATIVE EDUCATIONAL PROGRAMS

Any pupil who assaults a pupil, teacher, administrator, board member, or other district employee with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative school or program, pending a hearing before the board. The chief school administrator shall determine when the child shall return to the regular education program.

Potential Dropouts

While statute requires attendance of each pupil only until 16 years of age, it is in the best interests of both pupils and the community that they complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond the schools.

The board directs that whenever a pupil wishes to withdraw, or has been identified as a potential withdrawal, effort should be made to determine the underlying reason and the resources of the district should be used to assist the pupil in reaching his/her career goals.

No pupil under the age of 18 will be permitted to withdraw without the written consent of a parent/guardian.

The chief school administrator shall develop procedures for withdrawal from school that:

- A. Make counseling services available to any pupil who wishes to withdraw;
- B. Make every effort to satisfy the pupil's future educational needs;
- C. Help the pupil define his/her own educational life goals and help plan the realization of those goals;
- D. Inform the pupil of the high school equivalency program;
- E. Point out to the pupil the opportunities available in the armed forces.

Adopted: April 12, 2004

Revised: August 14, 2006

Revised:

<u>Legal References:</u>	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:37-1 et seq.</u>	Discipline of pupils
	see particularly:	
	<u>N.J.S.A. 18A:37-2.2</u>	
	<u>N.J.S.A. 18A:38-1, -25, -31</u>	Attendance at school free of charge
	<u>N.J.S.A. 18A:54-20</u>	Powers of board (county vocational schools)
	<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
	<u>N.J.A.C. 6A:8-5.2</u>	High school diplomas
	<u>N.J.A.C. 6A:14-1.1 et seq.</u>	Special Education
	<u>N.J.A.C. 6A:16-5.5</u>	Removal of students from general education for

ALTERNATIVE EDUCATIONAL PROGRAMS

	<u>firearms offense</u>
<u>N.J.A.C. 6A:16-5.6</u>	<u>Removal of students from general education for</u>
	<u>assaults with weapons</u>
<u>N.J.A.C. 6A:16-9.1 et seq.</u>	<u>Alternative education programs</u>
<u>N.J.A.C. 6A:16-10.1 et seq.</u>	<u>Home or out-of-school instruction for general</u>
	<u>education students</u>
<u>N.J.A.C. 6A:30-1.4</u>	<u>Evaluation process for the annual review</u>
<u>N.J.A.C. 6A:32-13.1 et seq.</u>	<u>Student behavior</u>
	<u>see particularly:</u>
<u>N.J.A.C. 6A:32-13.2</u>	

20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act, P.L. 108-446 §612

State v. Vaughn, 44 N.J. 142, 1965

State v. Massa, 95 N.J. Super. 382, 1967

20 USCA Section 8921 Gun Free Schools Act

**HOME AT SCHOOL PROGRAM
(HASP)**

ADVISORY COUNCIL BY-LAWS

ARTICLE I

Organization

The name of this organization shall be the Home At School Program (hereinafter referred to as HASP) Advisory Council. HASP is a non-profit organization which functions as an autonomous body in accordance with the by-laws adopted by the Advisory Council and approved by the Board of Education.

ARTICLE II

Purpose

To provide School Age Child Care in an enriching, nurturing, safe, and supervised environment for the children of the Borough of Rutherford.

ARTICLE III

Members

Section 1

Membership shall consist of elected parents of enrolled children and appointed community leaders. The Director, the Board of Education and the Borough Council liaisons, and any selected advisors will serve only in an *ex-officio* capacity. Neither shall any paid employee be a voting member.

Section 2

Membership shall comprise a maximum of seventeen (17) persons with a maximum of five (5) community members. Parents may become Council members upon approval of current membership. Community members may similarly be appointed.

Section 3

Although participation in the governing of HASP is welcome from all involved and concerned individuals, Council membership shall be limited to one adult parent (or guardian) per family of a child (or children) enrolled in HASP.

Section 4

If a resignation occurs, the President may appoint a community or parent member to fill the vacancy.

Section 5

Members who have missed three consecutive meetings may be removed from the Council by majority vote. Typically, a letter will be sent notifying the removed member of this decision and inviting future participation and membership.

ARTICLE IV

Officers

Section 1

The officers of the Council shall be a President, a Vice President, and two (2) Trustees-at-large. These officers shall be elected at the June meeting to serve a one-year term. No member shall serve for more than two consecutive years in any one position. Upon a position being resigned, a successor shall be elected at the earliest opportunity.

Nominations and Elections

Section 2

At the March meeting, a nominating committee of three shall be appointed by the president. This committee shall report at the June meeting. Additional nominations from the floor may be made at that time. If there is but one (1) candidate for the office, election shall be by voice vote, otherwise by ballot.

Duties of the Officers

Section 3

- A. The President shall preside at all meetings of the Council, appoint committees as needed, and shall serve as an *ex-officio* member of all committees except the nominating committee.
- B. The Vice President shall assist the President and perform the duties of the President in the absence or inability of the President to serve except in any *ex-officio* capacity.
- C. The Trustee-at-large shall serve at the discretion of the President, They will be members of the Executive Committee. It will be expected that either or both Trustees will be candidates for nomination to President and/or Vice President when those offices are open.

Section 4

- A. In the absence of a professional secretary, appointed/selected Council member(s) will take meeting minutes and distribute them by mail or electronically, in advance of the next meeting, to all Council members including *ex-officio* members.
- B. All official correspondence and documents to the HASP Advisory Council shall be maintained by the President and passed to his/her successor at the conclusion of his/her term.

ARTICLE V

Meetings

Section 1

The Advisory Council shall meet monthly, during the school year, on the second Saturday, at the discretion of the Executive Committee. The meeting in June shall be for the purpose of electing officers, receiving reports and for any other business as may arise. Meeting notifications shall be posted electronically at least five (5) days prior to the meeting. An agenda and minutes of the previous meeting will be distributed in advance.

Section 2

Special meetings may be called by the President. Written notice will be sent to the Council, including *ex-officio* members, at least five (5) days in advance, stating the purpose of the meeting.

Section 3

A simple majority of the current membership shall constitute a quorum.

ARTICLE VI

Committees

Section 1

The Executive Committee shall consist of the President, Vice President, Trustees-at-large and the Program Director as an *ex-officio* member.

Section 2

A majority of the Executive Committee shall, in the event that the Council cannot convene, make decisions on matters of the curriculum, administration, and other requirements on the behalf of HASP.

Section 3

Committees may be appointed by the President for the purposes of publicity, finances, program oversight, the writing or revising of procedures, manuals and contracts, or other such purposes as deemed necessary by the President, with the consent of the Council.

Section 4

Committees shall be established and shall conduct business subject to the direction of the Council.

Section 5

Committees shall consist of at least three (3) Council members, with at least two member being parent child enrolled in HASP.

Section 6

Committees may work directly with the Program Director and Finance Administrator. They will report to the President and to the Council at scheduled meetings.

ARTICLE VII**HASP Director****Section 1**

The Council shall consult with the Board of Education on the appointment of a Director and planning of HASP.

Section 2

The HASP Director shall act under the direction of the Advisory Council, such direction being subject to the approval of the Superintendent of Schools.

Section 3

The Director shall plan and direct the program for each semester of school work and so advise the Advisory Council. The Advisory Council shall determine the program which is to be offered, subject to the approval of the Superintendent of Schools, with the consent of the Board of Education.

Section 4

The Director shall hire and establish the remuneration of the staff of HASP with the approval of the Council. All remuneration shall appear in the minutes of the Board of Education.

Section 5

The Director shall be an *ex-officio* member of the Council, *ex-officio* member of the Executive Committee, and *ex-officio* member of committees.

Section 6

The Director shall attend all meetings of the Council and submit periodic reports to the Council at scheduled meetings. The Director may also be required to meet with the school officials, administrators and members of the Board of Education.

ARTICLE VIII

Finances

Section 1

A separate HASP account shall be maintained by the Board Secretary or his designee. The treasurer of school monies of the school district shall be the legal custodian of all funds allocated by the Board of Education and received from tuition fees or from any other source for the purpose of carrying out HASP activities.

Section 2

The Director may authorize purchases necessary for the functions of HASP. Any purchase in excess of Five Hundred Dollars (\$500.00) will require prior permission from the Advisory Council.

Section 3

The Finance Administrator shall submit to the Council, a report of income, disbursements and balance at each scheduled Council meeting and at such other times as may be requested by the Council. All financial procedures shall be performed in accordance with State of New Jersey accounting procedures and shall be subject to annual review and comment by the Board of Education auditor.

Section 4

HASP shall be a self-sustaining organization whose continued existence is not dependent upon funding by the Board of Education. All expenses shall be funded by tuition and monies received from contributions or other permitted sources.

Section 5

All contracts of employment and contracts for equipment, goods, supplies, materials and services shall be in the name of HASP and the person or entity in question. The Board of Education shall not be deemed a party to any contract between HASP and the person or entity in question.

Section 6

In the event that HASP operates at a deficit or there is insufficient enrollment to enable HASP to operate without a loss, HASP shall institute the appropriate procedures for discontinuing the program.

ARTICLE IX

Parliamentary Authority

The rules contained in the current edition of Roberts' Rules of Order, Newly Revised, shall govern the Council in all cases to which they are applicable, and in which they are not inconsistent with these by-laws or any special rules the Council may adopt.

ARTICLE X

Amendments

These by-laws may be amended at any regular meeting or at a special meeting called for this specific purpose by a two-thirds vote of those voting members present. Notice of the proposed amendment(s) shall have been given at a previous meeting. By-law changes shall then be submitted to the Board of Education for approval prior to implementation by HASP.

Adopted: June 12, 1989

Revised: December 11, 1989

Revised: February 10, 1992

Revised: July 17, 1997

Revised: October 8, 2001

Revised and Renumbered: 08/09/04 (2450.1)

ATTENDANCE IN BASIC SKILLS IMPROVEMENT PROGRAM (BSIP)

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

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 reviewed to receive basic skills instruction. Multiple measures are applied for entry and exit. 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 basic skills teacher go into the regular classroom and work with basic skills students;
4. A program that gives specialized individualized attention during the regular class session. This 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.

A parent shall be notified about the student's eligibility for a program and should be given an opportunity to provide input and additional information related to the 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.

ATTENDANCE IN BASIC SKILLS IMPROVEMENT PROGRAM (BSIP)

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: March 8, 2010
Revised: November 11, 2013

GRADING SYSTEM – GRADES K-3

It is the policy of the Board of Education that all grades be determined on the basis of fairness and nondiscrimination. It is the responsibility of the teacher to determine a grade for each pupil in his/her class and to furnish reasons, supported by evidence, to substantiate any grade given.

The report card is developmentally and sequentially based. It talks about children in the process of learning and assumes that children will move through developmental stages and skill levels. Through the year(s) the report cards will show continual learning progress from kindergarten through grade three. It gives parents a sense of specifics being taught, as well as the expectations for their child.

The grading practices and policies in grades K, one, two and three are as follows:

1. Pupils/Parents have the right to see their grades, if they so request, at a time convenient to the teachers. Pupils/Parents are to be informed by their teachers of the grading system at the beginning of the school year.
2. Students at these grade levels will be assessed on academic ability. Assessment may include tests, quizzes, homework, projects, reports, work samples and teacher observation.
3. Students may also be assessed on any or all of the following - effort, preparedness, age appropriate motor skills, responsibility, participation, and/or the ability to follow directions.
4. A trimester grade shall not include penalties for attendance, tardiness or behavior. Absences at approved school functions shall not count against a grade as long as the work, which can be made up, is made up within the appropriate amount of time.
5. The report card is standards based with grades as follows:
For grades Kindergarten – Grade 3 – Level of Performance:
 - 4 – Exceeding expectations
 - 3 – Meeting expectations
 - 2 – Working toward expectations
 - 1 – Not meeting expectations
 - N/A – Not assessed at this time
6. A grade will also be given for the “special” classes:
 - a. Kindergarten – Music and ~~Enrichment~~ Physical Education
 - b. Grade one - Music, Enrichment, Physical Education, Art, Library
 - c. Grade two - Music, Enrichment, Physical Education, Art, Library
 - d. Grade three – Music, Physical Education, Art, Library

GRADING SYSTEM – GRADES K-3

7. In the “special” classes stated above, the students may be assessed on any or all of the following - effort, preparedness, age appropriate motor skills, responsibility, participation, and/or the ability to follow directions.
8. Trimesters consist of twelve weeks. In order for a student to receive a grade in an academic subject, the child must be present for (at least) 50% of the trimester. For specials that meet once a week, a child must be present for (at least) six classes. Specials that meet twice a week, a child must be present for (at least) twelve classes.

Adopted: March 12, 2007
Revised: July 13, 2009
Revised: November 11, 2013
Revised:

WORK IN PROGRESS

Instruction 6000-6999	Number	Action
Policies:		
Goals and Objectives	6010	revision
School Calendar	6111	revision
School Day	6112	revision
Emergency and Disaster Preparedness	6114	revision
Nondiscrimination/Affirmative Action	6121	revision
Articulation	6122	revision
Subject Fields	6142	revision
Family Life Education	6142.1	revision
Physical Education and Health	6142.4	revision
Basic Skills	6142.6	rescind
Extracurricular Activities	6145	revision
Interscholastic Competition	6145.1	revision
Publications	6145.3	revision
Graduation/Promotion Policy RHS	6146.1	revision
Evaluation of Individual Student Performance	6147.1	revision
Assignment Within District	6150	revision
Field Trips	6153	revision
Homework Policy	6154	revision
Research/Student Surveys	6162.5	revision
Intervention and Referral Services for General Education Pupils	6164.1	revision
Child Study Team	6164.4	revision
Remedial Instruction	6171.1	revision
Special Education	6171.4	revision
Alternative Educational Programs	6172	revision
Home At School Program –By Laws	6210	rescind
Regulations:		
Required Attendance in Basic Skills Improvement Program	R6142.6	rescind
Grading System Grades K-3	R6147.3	revision
Disaffected Students	R6172	revision