

Policy

GOALS AND OBJECTIVES

The Paulsboro 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 Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy.

- A. All children should start school ready to learn.
 - 1. Quality preschool opportunities shall be provided for all children, through collaboration between public schools and community agencies.
 - 2. Parent education programs shall be designed and implemented by the district to assist parents in providing readiness experiences for their preschool children.

- B. The high school graduation rate shall be at least 90 percent.
 - 1. The district shall provide least restrictive, alternative programs for pupils who cannot succeed in the regular high school environment, including those students with disabilities.
 - 2. The district shall provide dropout prevention programs for pupils at risk.

- C. Pupils shall leave grades three through eight and 11 having demonstrated competency in challenging subject matter including language arts/literacy, mathematics, science, social studies, health and physical education, visual and performing arts and world languages.
 - 1. The district shall implement the state-approved Core Curriculum Content Standards including the Common Core State 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 20 hours of continuing education annually of continuing education to ensure that they are obtaining and maintaining the skills to help all students achieve the Core Curriculum Content Standards including the Common Core State Standards.

- D. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
 - 1. The district shall provide students with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills.
 - 2. All pupils shall demonstrate competency in the skills identified in the cross-content workplace readiness standards.
 - 3. All pupils shall demonstrate respect for racial, cultural, ethnic and religious diversity.

- E. 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.

GOALS AND OBJECTIVES (continued)

1. The district shall revise 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.
- F. Every adult shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
1. Adult education programs shall be increased in conjunction with other local districts, community colleges and other educational agencies, to provide greater opportunities for adults to continue learning for work skills, leisure pursuits, intellectual and cultural growth and to assist their children in learning.
 2. Business and industry shall be encouraged to collaborate with educational agencies to design and increase access to educational programs for adults, such as flex time, distance learning and interactive technology.
- G. 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 Superintendent of Schools and teaching staff members, a written educational plan for the district. This plan shall be reviewed and adopted annually and shall include:

- A. Written educational goals;
- B. An assessment of pupil needs;
- C. Specific annual objectives based on identified needs and action plans to implement them;
- D. Standards for assessing and evaluating the achievement of objectives;
- E. The establishment of reasonable pupil minimum proficiency levels in the areas addressed in the Core Curriculum Content Standards;
- F. An educational program consistent with these goals, objectives, standards and needs;
- G. Evaluation of pupil progress.

Adopted: January 20, 2005
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009, June 2016
Revised:

Key Words

Instructional Goals and Objectives, Goals and Objectives in Instruction

GOALS AND OBJECTIVES (continued)

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| <u>Legal References:</u> | <u>N.J.S.A.</u> 18A:7A-10 | Evaluation of performance of each school |
| | <u>N.J.S.A.</u> 18A:7C-2 | Boards of education; establishment of standards |
| | <u>N.J.S.A.</u> 18A:7F-43 | <u>Comprehensive Education Improvement and Financing Act</u> |
| | <u>N.J.S.A.</u> 18A:33-1 | District to furnish suitable facilities; adoption of courses of study |
| | <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> | Curriculum and Courses |
| | <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> | Standards and Assessment |
| | <u>See particularly:</u> | |
| | <u>N.J.A.C.</u> 6A:8-1.2 | |
| | through -1.3, -2.1, -3.1,-4.4 | |
| | <u>N.J.A.C.</u> 6A:9C-2.1 <u>et seq.</u> | Professional development for teaching staff member and school leader |
| | <u>N.J.A.C.</u> 6A:23A-1.1 <u>et seq.</u> | Fiscal accountability, efficiency and budgeting procedures |
| | <u>See particularly:</u> | |
| | <u>N.J.A.C.</u> 6A:23A-22.1 <u>et seq.</u> | |
| | <u>N.J.A.C.</u> 6A:26-1.1 <u>et seq.</u> | Educational Facilities |
| | <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> | Evaluation of the Performance of School Districts |
| | <u>N.J.A.C.</u> 6A:32-2.1 | Definitions |
| | <u>No Child Left Behind Act of 2001</u> , Pub. L. 107-110, 20 <u>U.S.C.A.</u> 6301 <u>et seq.</u> | |

Possible

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|---------------------------------|--------------|---|
| <u>Cross References:</u> | *1100 | Communicating with the public |
| | *1120 | Board of education meetings |
| | *1230 | School-connected organizations |
| | *1600 | Relations between other entities and the district |
| | *2131 | Chief school administrator |
| | *2240 | Research, evaluation and planning |
| | *3542 | Food service |
| | 4010 | Goals and objectives |
| | *4111 | Recruitment, selection and hiring |
| | *4116 | Evaluation |
| | *4131/4131.1 | Staff development; in-service education/visitations/conferences |
| | *4211 | Recruitment, selection and hiring |
| | *4231/4231.1 | Staff development; in-service education/visitations/conferences |
| | *5113 | Absences and excuses |
| | *5120 | Assessment of individual needs |
| | *5124 | Reporting to parents/guardians |
| | 6000 | Concepts and roles in instruction |
| | 6011 | Thorough and efficient/QEA |
| | *6140 | Curriculum adoption |
| | *6141 | Curriculum design/development |
| | *6142 | Subject fields |
| | *6145 | Extracurricular activities |
| | *6147 | Standards of proficiency |
| | 6152 | Grouping |
| | *6156 | Instructional planning/scheduling |
| | *6160 | Instructional services and resources |
| | *6162.4 | Community resources |
| | *6164.2 | Guidance services |
| | *6164.4 | Child study team |

GOALS AND OBJECTIVES (continued)

- *6171.1 Remedial instruction
- *6171.2 Gifted and talented
- *6171.4 Special education
- *6300 Evaluation of the instructional program

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

SCHOOL CALENDAR

The Board of Education recognizes that the preparation of a calendar for the instructional program of the school's 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.

When an interruption in educational programming causes a disabled student's performance to revert to a lower level of functioning that cannot be recouped within a reasonable length of time, an extended school year shall be provided in accordance with the student's IEP. In any case, the school year shall be at least as long for students with disabilities as for nondisabled students.

The Superintendent of Schools shall prepare the school calendar for board consideration in consultation with the sending districts and the county superintendent. The Board of Education shall adopt the calendar in the spring of each year after the calendar has been reviewed by the Paulsboro Education Association in accordance with the terms of the negotiated agreement. 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 that shall consist as a minimum of those holidays designated by the commissioner of education.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

School Calendar

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. 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

Possible

Cross References: *2210 Administrative leeway in absence of board policy
*5113 Absences and excuses
*5127 Commencement activities
*6112 School day

SCHOOL CALENDAR (continued)

- *6114 Emergencies and disaster preparedness
- *6146 Graduation requirements
- *6171.4 Special education

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

SCHOOL DAY

The length of the school day and the length of periods of instruction at various levels shall be recommended by the Superintendent of Schools 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 Superintendent of Schools 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 Superintendent of Schools or designee.

High School Pupil Employment During School Day

- A. Student must apply to the Principal via letter for such a privilege.
- B. Written parental permission must be received and filed with the Principal.
- C. Verification of employment.
- D. Subjects must be taken that will provide the opportunity for the student to graduate. Sufficient credits and mandatory courses are to be completely fulfilled.
- E. A passing grade must be maintained. A report card failure will result in the revocation of this permission.
- F. A hardship situation must exist (family dependent upon student's job) or an opportunity in educational training is presented (vocational in nature).

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

School Day, Length of School Day

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. 6A:14-4.1(c) General requirements
N.J.A.C. 6A:32-8.3 School attendance

Possible

Cross References: *2210 Administrative leeway in absence of board policy

- *5113 Absences and excuses
- *5124 Reporting to parents/guardians
- *6111 School calendar
- *6114 Emergencies and disaster preparedness
- *6141.2 Recognition of religious beliefs and customs
- *6146 Graduation requirements
- *6171.4 Special education

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

EMERGENCIES AND DISASTER PREPAREDNESS

The Superintendent of Schools 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 Superintendent of Schools 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 updated annually.

School Safety and Security Plan

The board directs the superintendent and his or her designees to develop and implement comprehensive plans, procedures, and mechanisms that provide for safety and security in the schools. Written plans and procedures and mechanisms shall, at a minimum, provide for:

- A. The protection of the health, safety, security and welfare of the school population;
- B. The prevention of, intervention in, response to and recovery from emergency and crisis situations;
- C. The establishment and maintenance of a climate of civility; and
- D. Support services for staff, students and their families.

The superintendent shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and other community resources, as appropriate, in the development of the district's plans, procedures, and mechanisms for school safety and security.

The plans, procedures, and mechanisms shall be consistent with the format and content established by the Domestic Security Preparedness Task Force and the Commissioner. The plans, procedures, and

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

mechanisms shall be reviewed annually and updated as appropriate.

The superintendent shall disseminate a copy of the school safety and security plan to its employees. In addition:

- A. New employees shall receive a copy of the school safety and security plan, as appropriate, within 60 days of the effective date of their employment;
- B. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan;
- C. All employees shall attend an in-service training program designed to allow all district board of education employees to recognize and appropriately respond to safety and security concerns, including emergencies and crises, in a manner consistent with the district board of education's plans, procedures and mechanisms for school safety and security.

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 superintendent 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 superintendent and disseminated to all staff. All staff shall also receive training on school safety and security that includes instruction on school security drills 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, or active shooter situation that is similar in duration to a fire drill.

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.

Reporting

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

EMERGENCIES AND DISASTER PREPAREDNESS (continued)Emergency Closings; Delayed Openings

The Superintendent of Schools 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.

Adopted: 1994
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 Readopted: March 2009, June 2016
 Revised:

Key Words

Emergencies and Disaster Preparedness, Civil Defense, Disasters, Fire Drills, Bomb Threats

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| <u>Legal References:</u> | <u>N.J.S.A.</u> 18A:6-2 | Instruction in accident and fire prevention |
| | <u>N.J.S.A.</u> 18A:11-1 | General mandatory powers and duties |
| | <u>N.J.S.A.</u> 18A:40-12 | Closing schools during epidemic |
| | <u>N.J.S.A.</u> 18A:41-1 <u>et seq.</u> | Fire drills and fire protection |
| | <u>N.J.S.A.</u> 18A:54-20 | Powers of board (county vocational schools) |
| | <u>N.J.A.C.</u> 6A:16-1.4(a)14 | District policies and procedures |
| | <u>N.J.A.C.</u> 6A:16-5.1 <u>et seq.</u> | School safety and security |
| | <u>N.J.A.C.</u> 6A:16-6.3 | Reporting students or staff members to law enforcement agencies |
| | <u>N.J.A.C.</u> 6A:26-12.2 | Policies and procedures for school facility operation |
| | <u>N.J.A.C.</u> 8:57-1.7 | Reporting of diseases occurring in schools |

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

School Safety and Security Plans, Minimum Requirements

Possible

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|---------------------------------|--------------|---|
| <u>Cross References:</u> | *1410 | Local units |
| | *2210 | Administrative leeway in absence of board policy |
| | *3541.33 | Transportation safety |
| | *4131/4131.1 | Staff development; in-service education/visitations/conferences |
| | *4231/4231.1 | Staff development; in-service education/visitations/conferences |
| | 5141.6 | Crisis intervention |
| | *6111 | School calendar |
| | *6112 | School day |

*Indicates policy is included in the Critical Policy Reference Manual.

Regulation

EMERGENCY EVACUATION PLAN/SCHOOL CLOSINGS

Fire

The procedures covered in this plan are general and for the time being may be applied to any situation requiring evacuation.

We will hold two unannounced fire drills per month. Drills held during September will be exceptions in that they will be announced so that they may be carefully observed and evaluated. Additional fire drills will also be held to ensure that procedures are being carried out.

Each classroom and administrative area must have posted in a conspicuous location, a diagram of that area clearly indicating all pertinent configurations. Also, a primary and at least one secondary exit route should be marked. The principal will be responsible for ensuring the posting of an illustrated fire and evacuation plan within 48 hours of the opening of school.

A fire alarm system will be utilized in conducting drills. The signal will be long, continuous ringing of the alarm and flashing lights when appropriate.

During an evacuation, the following steps must be followed:

- A. All windows and doors should be closed.
- B. All lights will be extinguished.
- C. All electrical appliances, equipment, etc., will be disconnected.
- D. Registers will be taken from the classrooms.
- E. All adjacent rooms and areas such as lavatories, study carols, etc., will be checked to ensure that no children remain in the area.
- F. An assembly area(s) outside of the building should be selected prior to the first fire drill. Upon making the assembly area, an accounting of all children and staff will be made. The principal or designee will be responsible for the selection of the assembly area, informing the staff of its location and the management of the area during evacuations.

During the evacuation, one staff member should precede the line of children from the classroom and another follow. Special services and administrative personnel must assist in this procedure.

Bomb Scares

The building shall be evacuated as for a fire drill. Staff shall follow the procedures established by the Superintendent of Schools to deal with such emergencies.

School Closings

It is the policy of the Paulsboro Schools to operate on every officially adopted school day that children can walk to school and be transported safely. If school is closed, the current code number will be announced on radio station KYW.

EMERGENCY EVACUATION PLAN/SCHOOL CLOSINGS(continued)

Upon closing schools because of inclement weather, the Superintendent will notify the Board President, Paulsboro Police, and Fire Departments, and Administrative personnel. A procedure will be established annually to notify staff, et.al. of school closings.

In the event that school is closed due to inclement weather, holiday, workshop or for other reasons, all school activities shall be canceled.

The only exception to this policy shall be interscholastic athletic events. After the Athletic Director and Principal confer the Superintendent and Board President will be consulted before a final decision is made.

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| Adopted: | 1994 |
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| Readopted: | March 2009 |

Policy

CEREMONIES AND OBSERVANCES

The morning opening exercises will include the pledge of allegiance. Those pupils who have religious or conscientious objections may be excused from participating, but must not disrupt the exercises.

Appropriate recognition shall be given in all schools on the last school day preceding (or the following Monday in the case of Constitution Day and Citizenship Day if September 17th falls on a Sunday):

- A. Martin Luther King Jr.'s Birthday;
- B. Lincoln's Birthday;
- C. Washington's Birthday;
- D. Memorial Day;
- E. Constitution Day and Citizenship Day (Sept. 17);
- F. Columbus Day;
- G. Veterans' Day;
- H. Thanksgiving Day.

Suitable exercises are also required by law in all New Jersey public schools in observance of Flag Day (June 14, day of adoption the American flag by the Continental Congress in 1777), Arbor Day (last Friday in April), and Commodore John Barry Day (September 13th). The board authorizes the Superintendent of Schools to conduct school observances in commemoration of other persons and events of special historical significance.

Pupils shall be encouraged to develop and/or take part in events and activities in connection with special "days", "weeks" or "months" proclaimed by the nation, state or community.

Holidays and special events may be recognized in the district's schools so long as such recognition respects the rights and feelings of others and is consistent with law.

Songs and customs which have come to us from the various elements of our national population may be used to broaden our pupils' awareness of the many elements that make up our American culture.

The board shall not prevent, or otherwise deny participation in, constitutionally protected prayer in any district school, consistent with guidance issued by the United States Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supersedes any other board policy that is inconsistent with it.

Adopted: March 7, 2006
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

CEREMONIES AND OBSERVANCES (continued)

Ceremonies and Observances, Holidays, Patriotic Exercises

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| Legal References: | <u>N.J.S.A.</u> 18A:36-3 | Display of and salute to flag; pledge of allegiance |
| | <u>N.J.S.A.</u> 18A:36-4 | Period of silence (unconstitutional) |
| | <u>N.J.S.A.</u> 18A:36-6 | Observance of Flag Day |
| | <u>N.J.S.A.</u> 18A:36-7 through -9 | Designation of Arbor Day ... |
| | <u>N.J.S.A.</u> 18A:36-10 through -12 | Designation of Commodore Barry Day ... |
| | <u>N.J.S.A.</u> 18A:36-13 | Patriotic exercises preceding holidays |

U.S.C.A. Const. Amends. 1, 14

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

P.L. 108-447 (December 2004) requires all educational institutions that receive Federal funds for fiscal year to hold an educational program on The United States Constitution on September 17, designated "Constitution Day and Citizenship Day."

West Virginia Bd. of Ed. v. Barnette, 319 U.S. 624 (1943)

Holden v. Elizabeth Board of Education, 46 N.J. 281 (1966)

Lipp v. Morris, 579 F. 2d 834 (1978) (3rd Cir.)

May v. Cooperman, C.A., 780 F.2d 240 (1985)

Karcher v. May, 484 U.S. 72 (1987)

Lee v. Weisman, 505 U.S. 577 (1992)

American Civil Liberties Union v. Blackhorse Pike Regional Board of Education, 84 F.3d 1471 (3rd cir. 1996)

Santa Fe Indep. School District v. Doe, 120 S.Ct. 2266 (June 19, 2000)

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, United States Department of Education, February 7, 2003

Possible

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| Cross References: | *5114 | Suspension and expulsion |
| | *5127 | Commencement activities |
| | *5131 | Conduct/discipline |
| | *6141.2 | Recognition of religious beliefs and customs |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

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, national origin, ancestry, age, marital status, familial status, domestic partnership status, pregnancy, pregnancy related disability, 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, national origin, 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. 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 Superintendent of Schools, the affirmative action team 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 team 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 classes and programs

The team 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 team shall review all school facilities, courses, programs, activities and services to ensure that all

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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, familial status, domestic partnership status, pregnancy, pregnancy related disability, affectional or sexual orientation, gender identity or expression, 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.

D. District Support

The team 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 Superintendent of Schools will report to the board annually on continuing compliance.

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 Readopted: March 2009

Key Words

Affirmative Action, Nondiscrimination, Curriculum, Instructional Materials, Textbooks

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. 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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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.

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

Possible

Cross References:

| | |
|--------------|--|
| *2224 | Nondiscrimination/affirmative action |
| *4111.1 | Nondiscrimination/affirmative action |
| *4131/4131.1 | Staff development; inservice education/visitations/conferences |
| *4211.1 | Nondiscrimination/affirmative action |
| *4231/4231.1 | Staff development; inservice education/visitations/conferences |
| *5134 | Married/pregnant pupils |
| *5145.4 | Equal educational opportunity |
| *6140 | Curriculum adoption |
| *6141 | Curriculum design/development |
| *6142.4 | Physical education and health |
| *6145 | Extracurricular activities |
| *6161.1 | Guidelines for evaluation and selection of instructional materials |
| *6163.1 | Media center/library |
| *6164.2 | Guidance services |
| *6171.4 | Special education |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

ARTICULATION

In order to optimize student achievement of the Core Curriculum Content Standards including the Common Core State standards in mathematics and language arts and literacy, the Paulsboro Board of Education shall be responsible for the delivery of educational programs at the elementary and secondary levels using a coherent sequence of activities to prepare all students for employment or postsecondary study upon their graduation.

The Superintendent of Schools 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 Superintendent of Schools 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.

NJSBA Review/Update: December 2008, February 2016
Adopted: March 2009

Key Words

Articulation

Legal References: N.J.S.A. 18A:38-8.1 through -8.3 Additional member on board of education to represent board of education in each sending district
N.J.A.C. 6A:8-1.3 Definitions
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

Possible

Cross References: *1600 Relations between other entities and the district
 *2131 Chief school administrator
 *5118 Nonresidents
 *6140 Curriculum adoption
 *6141 Curriculum design/development
 *6142 Subject fields
 *6143 Curriculum guides
 *6178 Early childhood education/preschool

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

CURRICULUM ADOPTION

The Paulsboro Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The board's policy in this respect is to:

- A. Adopt those courses of study mandated by the state in a form acceptable to the state department of education. Such courses must include the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy adopted by the State Board of Education;
- B. Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the state department of education and within the financial means of the district;
- C. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the board.

The board directs that the curriculum of this district:

- A. Be consistent with written goals, objectives and identified pupil needs;
- B. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
- C. Provide for continuous learning through effective articulation;
- D. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
- E. Provide all pupils guidance and counseling to assist in career and academic planning;
- F. Provide a continuum of educational programs and services for pupils with disabilities, pursuant to law and regulation;
- G. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
- H. Provide all pupils equal educational opportunity, pursuant to law and regulation;
- I. Provide career awareness and vocational education, pursuant to law and regulation;
- J. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent of Schools shall maintain a current list of all courses of study offered by this district; shall furnish each member of the board of education with a copy upon request; and shall provide a copy in the district office for public perusal.

CURRICULUM ADOPTION (continued)

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

Adopted: 1994
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009

Key Words

Curriculum Adoption, Adoption of Curriculum, Core Proficiencies, Curriculum

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|---------------------------------|--|---|
| <u>Legal References:</u> | <u>N.J.S.A.</u> 18A:4-25 | Prescribing minimum courses of study for public schools; approval of courses of study |
| | <u>N.J.S.A.</u> 18A:29A-1 <u>et seq.</u> | Teacher recognition |
| | <u>N.J.S.A.</u> 18A:33-1 | District to furnish suitable facilities; adoption of courses of study |
| | <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> | Curriculum and courses |
| | <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> | Standards and Assessment |
| | <u>See particularly:</u> | |
| | <u>N.J.A.C.</u> 6A:8-3.1, -5.1 | |
| | <u>N.J.A.C.</u> 6A:14-4.1 | General requirements |
| | <u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u> | Bilingual education |
| | <u>See particularly:</u> | |
| | <u>N.J.A.C.</u> 6A:15-1.3, -1.4, -1.5 | |
| | <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> | Evaluation of the Performance of School Districts |
| | <u>N.J.A.C.</u> 6A:32-2.1 | Definitions |

Possible

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|---------------------------------|---------|--|
| <u>Cross References:</u> | *6141 | Curriculum design/development |
| | 6141.1 | Experimental/innovative programs |
| | *6142 | Subject fields |
| | *6142.2 | English as a second language; bilingual/bicultural |
| | *6143 | Curriculum guides |
| | *9325.4 | Voting method |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

CURRICULUM DESIGN/DEVELOPMENT

The Superintendent of Schools shall be responsible to the board for the development of curriculum to meet identified pupil needs. The board shall ensure that curriculum and instruction are designed and delivered in a way that all pupils are able to demonstrate the knowledge and skills set out in the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy. In addition, the board shall ensure that appropriate instructional adaptations are designed and delivered for pupils with disabilities, for pupils with limited English proficiency, and for pupils who are gifted and talented.

The Superintendent of Schools shall establish procedures for curriculum development that ensure the effective participation of teaching staff members; pupils, as appropriate to their age and grade; parents/guardians; the community; members of the board; and the use of all available resources. Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.

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

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

- A. Does it address an identified pupil need?
- B. Is it relevant to the board's philosophy and goals and does it offer real possibilities for progress toward these goals?
- C. Does it satisfy the requirements of the board's school and classroom practices regarding bias and stereotyping?
- D. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
- E. Does it include measures for determining progress?
- F. Does it address the necessary study skills?
- G. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
- H. Has a curriculum guide been completed? If not, when can it be expected?
- I. Have the accompanying textbooks been recommended to the board?
- J. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent of Schools shall report annually on all progress in curriculum development and the implementation

CURRICULUM DESIGN/DEVELOPMENT (continued)

of the five-year curriculum plan at the time of the board's annual adoption of curriculum.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Curriculum, Curriculum Design/Development

Legal References: N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex County

Possible

Cross References: *2131 Chief school administrator
*5120 Assessment of individual needs
*6140 Curriculum adoption
*6142 Subject fields
*6143 Curriculum guides
*6147 Standards of proficiency
*6171 Special instructional programs

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

EXPERIMENTAL/INNOVATIVE PROGRAMS

The board encourages district participation in federal and state innovative programs when it would serve to improve the curriculum. The Superintendent shall investigate pilot programs designed by the staff or outside agencies and report on their cost and feasibility to the board.

The Paulsboro Board of Education supports a cooperative student exchange program in specific subject areas that encourages schools in the area to continue unique course offerings. The board supports the principle of student exchange as economically desirable for cooperative districts, and as an opportunity for students to be exposed to a wider range of course offerings than normally offered in small schools.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Experimental, Innovative, Pilot

Legal Reference: N.J.S.A. 18A:6-33.1 Grant program; innovative educational ideas and techniques

Possible

Cross References:

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|---------|--|
| *5113 | Attendance, absences and excuses |
| *5120 | Assessment of individual needs |
| *5127 | Commencement activities |
| 6000 | Concepts and roles in instruction |
| *6010 | Goals and objectives |
| *6122 | Articulation |
| *6140 | Curriculum adoption |
| *6142 | Subject fields |
| *6142.2 | English as a second language; bilingual/bicultural |
| *6142.6 | Basic skills |
| *6145 | Extracurricular activities |
| *6147 | Standards of proficiency |
| *6154 | Homework/makeup work |
| *6171.4 | Special education |

*Indicates that the policy is included in the Critical Policy Reference Manual.

Policy

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The Paulsboro Board of Education directs that no religious belief or nonbelief shall be promoted in the regular curriculum or in district-sponsored courses, programs or activities, and none shall be disparaged.

However, the board recognizes that a genuine and broad secular program of education is furthered by advancement of pupils' knowledge of our society's cultural and religious heritage. Therefore, the several holidays throughout the year that have both a religious and a secular basis may be recognized in the school by use of material having secular or cultural significance.

The instructional program of the school should inform pupils of the many beliefs and customs stemming from religious, racial, ethnic and cultural heritages. Such instruction should be designed to broaden the pupils' understanding of and tolerance for the multiple ways of life enjoyed by the peoples of the world.

Songs and customs that have come to us from the various ethnic, religious and racial elements of our population should be used to broaden our pupils' awareness of the contributions that each segment has made to the composite American culture.

Music, art, literature and drama having religious themes or bases are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are part of a religious holiday is permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.

Any instruction in the school which may be contrary to a pupil's religious beliefs and teachings shall be viewed as optional for the pupil.

The board shall not prevent, or otherwise deny participation in, constitutionally protected prayer in any district school, consistent with guidance issued by the United States Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supersedes any other board policy that is inconsistent with it.

NJSBA Review/Update: December 2008, February 2016
Adopted: March 2009

Key Words

Religious Beliefs, Holiday, Religious Symbols

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:36-16 Rules regarding religious holidays
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:32-8.3(h) School attendance

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS (continued)

U.S.C.A. Const. Amends. 1, 14

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

20 U.S.C.A. 4071 - 4074 - Equal Access Act

Florey v. Sioux Falls School District, 619 F.2d. 1311 (8th Cir. 1980)

Lynch v. Donnelly, 465 U.S. 668, (1984)

Edwards v. Aguillard, 482 U.S. 578 (1987)

Lee v. Weisman, 505 U.S. 577 (1992)

Cherry Hill Bd. of Ed., 838 F.Supp. 929 (D.N.J. 1993)

American Civil Liberties Union v. Blackhorse Pike Regional Board of Education, 84 F.3d 1471 (3rd Cir. 1996)

Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (June 19, 2000)

Good News Club v. Milford Central School, 121 U.S. 2093 (2001)

C.H. v. Oliva, 26 F.ed 198 (3rd Cir. 2000) *en banc*, *cert.* denied, June 18, 2001

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, United States Department of Education, February 7, 2003

Possible

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|---------------------------------|---------|--|
| <u>Cross References:</u> | *1330 | Use of school facilities |
| | *5113 | Absences and excuses |
| | *5127 | Commencement activities |
| | *5131 | Conduct/discipline |
| | *6115 | Ceremonies and observances |
| | *6121 | Nondiscrimination/affirmative action |
| | *6144 | Controversial issues |
| | *6161.2 | Complaints regarding instructional materials |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

SUBJECT FIELDS

The Paulsboro 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 including the Common Core State Standards in mathematics and language arts and literacy and the skills emphasized by the 21st Century Life and Careers Standards, in addition to those courses mandated by statute.

The Superintendent of Schools 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: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Curriculum, Courses, Subject Fields

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| Legal References: | <u>N.J.S.A.</u> 18A:6-2 | Instruction in accident and fire prevention |
| | <u>N.J.S.A.</u> 18A:6-3 | Courses in constitution of United States |
| | <u>N.J.S.A.</u> 18A:7C-5 | Board of education to provide policy on graduation to students and parents |
| | <u>N.J.S.A.</u> 18A:33-1 | District to furnish suitable facilities; adoption of courses of study |
| | <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> | Curriculum and courses |
| | <u>N.J.S.A.</u> 18A:35-4.6 through -4.8 | <u>Parents Right to Conscience Act of 1979</u> |
| | <u>N.J.A.C.</u> 6A:8-3.1 | Curriculum and instruction |
| | <u>N.J.A.C.</u> 6A:8-5.1 | Graduation requirements |
| | <u>N.J.A.C.</u> 6A:9-1.1 <u>et seq.</u> | Professional Licensure and Standards |
| | <u>N.J.A.C.</u> 6A:9B-3.1 <u>et seq.</u> | State Board of Examiners and certification |
| | <u>See particularly:</u> | |
| | <u>N.J.A.C.</u> 6A:9B-5, -6, -8, | |

SUBJECT FIELDS (continued)

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|--|---|
| -9, -10, -11, -12, -14 | |
| <u>N.J.A.C.</u> 6A:14-3.7 | Individualized education program |
| <u>N.J.A.C.</u> 6A:14-4.1 | General requirements |
| <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> | Evaluation of the Performance of School Districts |
| <u>N.J.A.C.</u> 6A:32-2.1 | Definitions |

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

Possible

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|---------------------------------|----------|--|
| <u>Cross References:</u> | *2224 | Nondiscrimination/affirmative action |
| | *6121 | Nondiscrimination/affirmative action |
| | *6122 | Articulation |
| | *6140 | Curriculum adoption |
| | *6142.1 | Family life education |
| | *6142.2 | English as a second language; bilingual/bicultural |
| | *6142.4 | Physical education and health |
| | *6142.6 | Basic skills |
| | *6142.9 | Arts |
| | *6142.12 | Career education |
| | *6146 | Graduation requirements |
| | *6147 | Standards of proficiency |
| | *6164.2 | Guidance services |
| | *6171.1 | Remedial instruction |
| | *6171.2 | Gifted and talented |
| | *6171.4 | Special education |
| | *9130 | Committees |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

FAMILY LIFE EDUCATION

The Paulsboro 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 Superintendent of Schools 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. The board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials. An outline of the curriculum and list of instructional materials for the grades of their children shall be sent to parents/guardians annually.

The Superintendent of Schools 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 therefrom.

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 Superintendent of Schools, shall determine the content, sequence and materials of family life education.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Family Life Education

Legal References: N.J.S.A. 18A:35-4.6
through -4.8 Parents Right to Conscience Act of 1979
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
N.J.A.C. 6A:8-4.2 Documentation of student achievement

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

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

FAMILY LIFE EDUCATION (continued)

Possible

| | | |
|---------------------------------|----------|---|
| <u>Cross References:</u> | *1220 | <u>Ad hoc</u> advisory committees |
| | *5131.6 | Drugs, alcohol, tobacco (substance abuse) |
| | 5141.6 | Crisis intervention |
| | *6122 | Articulation |
| | *6140 | Curriculum adoption |
| | *6142 | Subject fields |
| | *6142.13 | HIV prevention education |
| | *9130 | Committees |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

ENGLISH AS A SECOND LANGUAGE; BILINGUAL PROGRAMS

The board shall provide English as a second language (ESL) and/or bilingual programs of instruction for pupils who:

- A. Do not speak English and need instruction toward mastery of the English language;
- B. Speak a language other than English, are more capable of performing school work in that language, and need their basic educational program taught in that language.

The Superintendent of Schools shall develop procedures in accordance with administrative code to determine which pupils would benefit from ESL and/or bilingual programs and to involve school staff, parents/guardians and community members in reviewing programs to determine which would best meet these pupils' needs.

The goal of ESL programs is to assist pupils to achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English. The goal of the bilingual program is to permit pupils to learn subject matter in their primary language while developing English language skills. The goal of all such programs shall be achievement of the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy.

Pupils will be exited from the ESL education program when examination of these criteria indicates that the pupil will be able to succeed in the regular classrooms. In most cases, pupils will be expected to meet all criteria. Exceptions may be granted by the principal, ESL teacher and ESL coordinator after they jointly review the data to determine eligibility for exit. The principal or designee will provide written notification to the parents/guardians of a pupil exiting the ESL program.

All district high school students of limited English proficiency shall satisfy both state and district requirements for graduation, except that any English language learner (ELL) student may demonstrate attainment of state minimum levels of proficiency through passage of the Special Review Assessment process in his/her native language and an English fluency assessment approved by the Department of Education or passage of the Alternate High School Assessment (AHSA) process in English with appropriate accommodations.

Parents/guardians of pupils of limited English speaking ability shall be notified by mail of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services education program. This written notice shall include the information that the parents may choose to decline to enroll their child into the bilingual program.

Communication with parents/guardians of pupils in these programs shall be in writing and in both English and their primary speaking language. Reports of pupil progress shall be made to parents/guardians on the same schedule as reports of pupils in the regular program.

The Superintendent of Schools shall direct development of an annual plan for ESL and/or bilingual education that is in compliance with state guidelines. The board will review and approve the plan at a public meeting. The board must adopt the courses of study for ESL and bilingual programs in the same manner in which it adopts the curriculum for the regular program. In order to receive the state-endorsed high school diploma, English language learner (ELL) pupils must meet the district's graduation requirements.

**ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS** (continued)

Pupils enrolled in district bilingual or ESL programs shall be assessed annually for exit from such programs, using indicators described in the administrative code. Whenever it is determined that a pupil should exit from the bilingual program, parents/guardians shall be notified by mail.

Parents/guardians may remove a pupil who is enrolled in a bilingual education program at any time; except that during the first three years of the pupil's participation in a bilingual education program, he/she may only be removed at the end of each school year. Removal prior to the end of the school year shall be approved by the county superintendent. If the county superintendent determines that the pupil should remain in the bilingual education program until the end of the school year, the parents/guardians may appeal that decision to the commissioner of education/designee pursuant to law. The commissioner shall render a decision within 30 days of the filing of the appeal.

The board may petition the commissioner of education to waive the requirement for a full-time bilingual program when it can demonstrate that it would be impractical to provide such a program, due to the age range, grade span or geographic location of the eligible pupils.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

English as a Second Language, Bilingual Programs, ESL

Legal References: N.J.S.A. 18A:35-15 et seq. Bilingual education programs
N.J.A.C. 6A:5-1.1 et seq. Regulatory Equivalency and Waiver
N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-4.1 Statewide assessment system
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:9B-3.1 et seq. Professional Licensure and Standards
See particularly:
N.J.A.C. 6A:9B-10.4, -10.5
N.J.A.C. 6A:15-1.1 et seq. Bilingual Education
See particularly:
N.J.A.C. 6A:15-1.4
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

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

Possible

Cross References: *5120 Assessment of individual needs
*5124 Reporting to parents/guardians
*6121 Nondiscrimination/affirmative action
*6146 Graduation requirements
*6147 Standards of proficiency
*6147.1 Evaluation of individual student performance
*6171.2 Gifted and talented
*6171.3 At-risk and Title 1

*Indicates policy is included in the Critical Policy Reference Manual.

Regulation

ENGLISH AS A SECOND LANGUAGE; BILINGUAL PROGRAMS

Pupils will be exited from the ESL education program when examination of these criteria indicates that the pupil will be able to succeed in the regular classrooms. In most cases, pupils will be expected to meet all criteria. Exceptions may be granted by the principal, ESL teacher and ESL coordinator after they jointly review the data to determine eligibility for exit. The principal or designee will provide written notification to the parents/guardians of a pupil exiting the ESL program.

Exit Criteria:

- A. Pupils will achieve or attain a score at or above the norm established or adopted by the district on the district English language proficiency test before they may leave a program of bilingual or ESL education.
- B. Pupils should be working within 10 percentile points of the district norm for their grade level in the areas of English, reading and mathematics. This achievement should be documented through the use of standardized tests.
- C. Pupils shall achieve the level of proficiency as measured by the Department of Education established standards an English proficiency test.
- D. Readiness to leave the ELS program shall be assessed on multiple indicators to include at a minimum:
 - 1. Classroom performance
 - 2. Pupil's reading level in English
 - 3. The teacher's and/or program coordinator's judgment of the pupil's readiness to exit
 - 4. The pupil's performance on achievement tests in English according to P.L. 1991, c.12.
- E. Teachers' recommendations based on pupil classroom work, both by the regular teacher and the ESL teacher will be recorded to verify the readiness of pupils to perform successfully in the regular classroom.

Supportive data for all decisions regarding exit, will be kept on file by the ESL teacher. The data will include standardized test scores and teacher recommendations. The principal and classroom teachers will be responsible to monitor the pupil's progress after he/she has exited the ESL program so that signs of regression can be noted and preventive measures taken. Such measures will include technical assistance to the classroom teacher by the ESL teacher, or retesting the child to determine whether English proficiency has been maintained.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

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.

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.

Members of district interscholastic athletic teams may be excused from participation in the physical activities part of their physical education program without loss of graduation credit on the request of their coach on any day on which they are designated to participate in a regularly scheduled game. The superintendent shall approve procedures by which coaches will inform the physical education department, on the day in question, of the specific pupils to be excused. Such pupils shall be scheduled for a study hall period or other class instead.

The board will consider on a case by case basis requests from pupils or their parents/guardians in the case of minors for permission to satisfy the physical education requirement through an alternative program of athletics or physical education activities that meets the requirements of law and is consistent with the district's physical education program goals and instructional objectives.

Dating Violence

For students in grades 7 through 12, physical education and 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.

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 students on constructive ways to resolve conflicts in personal relationship.

To be consistent with P.L. 2011, c. 64, school policy, procedures and curriculum shall 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;

PHYSICAL EDUCATION AND HEALTH (continued)

- D. Discipline procedures specific to at-school incidents of dating violence;
- E. Warning signs of dating violence; and
- F. Information on safe and 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 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.

NJSBA Review/Update: February 2016
 Adopted: October 12, 2011
 Readopted: June 2016
 Revised:

Key Words

Nondiscrimination, Physical Education, Health, Affirmative Action

| | |
|---------------------------------|--|
| <u>Legal References:</u> | <p><u>N.J.S.A.</u> 18A:6-111 et seq. Instruction in Suicide Prevention <u>See particularly:</u> <u>N.J.S.A.</u> 18A:6-113 Instruction in suicide prevention in public school curriculum</p> <p><u>N.J.S.A.</u> 18A:35-4.19 through -4.22 <u>AIDS Prevention Act of 1999</u> <u>N.J.S.A.</u> 18A:35-4.23 Dating violence into health education curriculum <u>N.J.S.A.</u> 18A:35-5 through -9 Maintenance of physical training courses; features <u>N.J.S.A.</u> 18A:37-33 through -37 Dating violence policy and education <u>N.J.A.C.</u> 6A:7-1.7 Equality in school and classroom practices <u>N.J.A.C.</u> 6A:8-3.1 Curriculum and instruction <u>N.J.A.C.</u> 6A:8-5.1 Graduation requirements <u>N.J.A.C.</u> 6A:9B-5.18 Athletics Personnel <u>N.J.A.C.</u> 6A:9B-10.8 Health and physical education <u>N.J.A.C.</u> 6A:32-9.1 Athletics Procedures <u>N.J.A.C.</u> 6A:16-2.1 <u>et seq.</u> General Provisions for School Health Services <u>See particularly:</u> <u>N.J.A.C.</u> 6A:16-2.2</p> |
|---------------------------------|--|

PHYSICAL EDUCATION AND HEALTH (continued)

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

Possible

| | | |
|---------------------------------|----------------|---|
| <u>Cross References:</u> | *2224 | Nondiscrimination/affirmative action |
| | *5145.4 | Equal educational opportunity |
| | *6121 | Nondiscrimination/affirmative action |
| | *6142 | Subject fields |
| | *6145.1/6145.2 | Intramural competition; interscholastic competition |
| | *6146 | Graduation requirements |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

BASIC SKILLS

In order to provide district pupils with the basic tools necessary for achievement of the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy, the board directs development of strong basic skills courses at all levels of the schools. Each pupil shall have one full period per day in reading, writing and/or mathematics skills appropriate to his/her grade and achievement level until all have satisfied the basic skills requirement for school graduation. The district's basic skills improvement plan shall be communicated to the public in accordance with law

The Superintendent of Schools 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 by law and code and may administer standardized tests as appropriate to determine student achievement levels in basic skills. All elementary pupils will be tested annually for achievement level in basic skills. Each pupil identified as having the need for preventive and/or remedial instruction shall participate in a program designed to meet his/her identified needs.

A child shall participate in a remedial education program so long as he/she does not meet minimum proficiency levels in basic reading, writing and/or mathematics skills. Parents/guardians shall be strongly encouraged to participate in design of remedial programs for their child.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Basic Skills, Remedial Education

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 Schools Improvement Amendments of 1988 (P.L. 100-297)

Possible

Cross References: *6122 Articulation
*6140 Curriculum adoption
*6141 Curriculum design/development
*6142 Subject fields

- *6142.2 English as a second language; bilingual/bicultural
- *6146 Graduation requirements
- *6171.1 Remedial instruction
- *6171.3 At-risk and Title 1
- *6171.4 Special education

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

ARTS

The Superintendent of Schools shall ensure that curriculum in the arts, including both visual and performing, are developed appropriately for each grade level.

NJSBA Review/Update: December 2008
Adopted: March 2009

Key Words

Art Curriculum, Arts

Legal References: N.J.S.A. 18A:7F-4 Periodic review of Core Curriculum Content Standard by state board; establishment of thoroughness and efficiency standards and cost per pupil
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Possible

Cross References: *6010 Goals and objectives
*6140 Curriculum adoption
*6142 Subject fields

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

INTERNET SAFETY AND TECHNOLOGY

The Paulsboro Board of Education shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy.

It is the policy of the district to establish safe and effective methods for student and staff users of the district's technological resources and to:

- A. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- B. Prevent unauthorized access and other unlawful online activity;
- C. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- D. Comply with the Children's Internet Protection Act (CIPA).

COMPLIANCE WITH CIPA

Filters Blocking Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the school district online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- A. Unauthorized access, including so-called "hacking," and other unlawful activities; and
- B. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the school district staff to educate, supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's

INTERNET SAFETY TECHNOLOGY (continued)

Internet protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the chief school administrator or his or her designee.

The superintendent or his or her designee shall ensure that students and staff who use the school internet facilities receive appropriate training including the following:

- A. The district established standards for the acceptable use of the internet;
- B. Internet safety rules;
- C. Rules for limited supervised access to and appropriate behavioral expectations for use of online resources, social network websites, and chat rooms;
- D. Cyberbullying (board policy 5131.1 Harassment, Intimidation and Bullying) awareness and response.

Student use of the Internet shall be supervised by qualified staff.

Policy Development

The district Internet Safety and Technology policy shall be adopted and revised through a procedure that includes reasonable public notice and at least one public hearing.

ACCEPTABLE USE OF THE INTERNET

Purpose

To support its commitment to providing avenues of access to the universe of information available, the district's system of electronic communication shall include access to the Internet for students and staff.

Limitation of Liability

The Internet constitutes an unregulated collection of resources that changes constantly, so it is not possible to totally predict or control the resources that users may locate. The board cannot guarantee the accuracy of the information or the appropriateness of materials that a user may encounter. Furthermore, the board shall not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. Nor shall the board be responsible for financial obligations arising through the unauthorized use of the system.

District Rights and Responsibilities

The computer system is the property of the district, and all computer software and hardware belong to it. Therefore, the district retains the right to monitor all access to and use of the Internet.

The board designates the superintendent as the coordinator of the district system. He/she shall recommend to the board of education qualified staff persons to ensure provision of individual and class accounts necessary for access to the Internet, designation of quotas for disk usage on the system, establishment of a document retention schedule, establishment of a virus protection process and coordination of other activities as required to maintain the system.

Each principal shall coordinate the district system in his/her building by approving all activities for that building; ensuring that teachers receive proper training in the use of the system; ensuring that students are adequately supervised when using the system; maintaining executed user agreements; and interpreting this acceptable use policy at the building level.

INTERNET SAFETY TECHNOLOGY (continued)

Access to the System

This acceptable use policy shall govern all use of the system. Sanctions for student misuse of the system shall be included in the disciplinary code for students, as set out in regulations for policy 5131 Conduct/Discipline. Employee misuse may result in appropriate discipline in accord with the collective bargaining agreement and applicable laws and regulations.

The board shall ensure the acquisition and installation of blocking/filtering software to deny access to certain areas of the Internet.

World Wide Web

All students and employees of the board shall have access to the Web through the district's networked or standalone computers. An agreement shall be required. To deny a child access, parents/ guardians must notify the building principal in writing.

Classroom E-mail Accounts

Students in grades K-8 shall be granted e-mail access through classroom accounts only. To deny a child access to a classroom account, parents/guardians must notify the building principal in writing.

Individual E-mail Accounts for Students

Students in grades K-8 may have individual accounts at the request of teachers and with the consent of parents/guardians. An individual account for any such student shall require an agreement signed by the student and his/her parent/guardian.

Students in grades 9-12 may be granted individual e-mail accounts and dial-up access to the system. An agreement shall be required for an individual e-mail account and must be signed by the student and his/her parent/guardian.

Individual E-mail Accounts for District Employees

District employees shall be provided with an individual account and access to the system. An agreement shall be required.

District Web Site

The board authorizes the superintendent to establish and maintain a district web site. The purpose of the web site will be to inform the district educational community of district programs, policies and practices.

Individual schools and classes may also establish web sites that include information on the activities of that school or class. The building principal shall oversee these web sites.

The superintendent shall publish and disseminate guidelines on acceptable material for these web sites. The superintendent shall also ensure that district and school web sites do not disclose personally identifiable information about students without prior written consent from parents/guardians. Consent shall be obtained on the form developed by the state department of education. "Personally identifiable information" refers to student names, photos, addresses, e-mail addresses, phone numbers and locations and times of class trips.

Parental Notification and Responsibility

The superintendent shall ensure that parents/guardians are notified about the district network and the rules governing its use. Parents/guardians shall sign an agreement to allow their child(ren) to have an individual

INTERNET SAFETY TECHNOLOGY (continued)

account. Parents/guardians who do not wish their child(ren) to have access to the Internet must notify the principal in writing.

Acceptable Use

Student Safety Practices

Students shall not post personal contact information about themselves or others. Nor shall students engage in any kind of personal contact with individuals they meet online. Attempts at contact from such individuals shall be reported immediately to the staff person monitoring that child's access to the Internet. Personal contact information includes but is not limited to names, home/school/work addresses, telephone numbers, or personal photographs.

Prohibited Activities

Users shall not attempt to gain unauthorized access (hacking) to the district system or to any other computer system through the district system, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.

Users shall not deliberately attempt to disrupt the district's computer system performance or destroy data by spreading computer viruses, worms, "Trojan Horses," trap door program codes or any similar product that can damage computer systems, firewalls, servers or network systems.

Users shall not use the district system to engage in illegal activities.

Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.

Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.

Users shall not infringe on copyrighted material and shall follow all dictates of copyright law and the applicable policies of this district.

Prohibited Language

Prohibited language applies to public messages, private messages, and material posted on web pages.

Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language.

Users shall not use the system to spread messages that can reasonably be interpreted as harassing, discriminatory or defamatory.

System Security

Users are responsible for their accounts and should take all reasonable precautions to prevent unauthorized access to them. In no case should a user provide his/her password to another individual.

Users shall immediately notify the supervising staff person or data processing department if they detect a possible security problem. Users shall not access the system solely for the purpose of searching for security problems.

INTERNET SAFETY TECHNOLOGY (continued)

Users shall not install or download software or other applications without permission of the supervising staff person.

Users shall follow all district virus protection procedures when installing or downloading approved software.

System Limits

Users shall access the system only for educational, professional or career development activities. This applies to discussion group mail lists, instant message services and participation in Internet "chat room" conversations.

Users shall check e-mail frequently and delete messages promptly.

Privacy Rights

Users shall respect the privacy of messages that they receive and refrain from reposting messages without the approval of the sender.

Users shall not publish private information about another individual.

School Furnished Electronic Devices

The district may furnish students electronic devices such as laptop computers, tablets, notebooks, cellular telephones, or other electronic devices. When a student is furnished with an electronic device the district shall provide the student with written or electronic notification that the electronic device may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. The notification shall also include a statement that the district shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student. The parent or guardian of the student furnished an electronic device shall acknowledge receipt of the notification. The district shall retain the acknowledgement as long as the student retains the use of the electronic device.

Failure to provide the required notification shall be subject to a fine of \$250 per student, per incident. If imposed, the fine shall be remitted to the Department of Education, and shall be deposited in a fund that shall be used to provide laptop or other portable computer equipment to at-risk pupils.

Implementation

The superintendent may prepare regulations to implement this policy.

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| Adopted: | January 20, 2005 |
| NJSBA Review/Update: | December 2008, February 2016 |
| Readopted: | March 2009 |
| Readopted: | October 2012, June 2016 |
| Revised: | |

Key Words

Acceptable Use, Blocking/Filtering Software, E-mail, Internet, Internet Safety, Technology, Web Site, World Wide Web, CIPA

| | | |
|---------------------------------|----------------------------------|------------------------|
| <u>Legal References:</u> | <u>N.J.S.A. 2A:38A-1 et seq.</u> | Computer System |
| | <u>N.J.S.A. 2C:20-25</u> | Computer Related Theft |
| | <u>N.J.S.A. 18A:7A-10</u> | NJSAC |

INTERNET SAFETY TECHNOLOGY (continued)

- N.J.S.A. 18A:36-35 School Internet websites; disclosure of certain student information prohibited
- N.J.A.C. 6A:30-1.1et seq. Evaluation of the Performance of School Districts
- 17 U.S.C. 101 - United States Copyright Law
- 47 U.S.C. 254(h) - Children's Internet Protection Act
- State in re T.L.O., 94 N.J. 331 (1983), reversed on other grounds, New Jersey v. T.L.O., 569 U.S. 325 (1985).
- O'Connor v. Ortega 480 U.S. 709 (1987)
- No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible**Cross References:**

| | |
|---------------|---|
| *1111 | District publications |
| *3514 | Equipment |
| 3543 | Office services |
| *3570 | District records and reports |
| 4118.2/4218.2 | Freedom of speech (staff) |
| *5114 | Suspension and expulsion |
| *5124 | Reporting to parents/guardians |
| *5131 | Conduct/discipline |
| *5131.5 | Vandalism/violence |
| *5142 | Pupil safety |
| 5145.2 | Freedom of speech/expression (students) |
| *6144 | Controversial issues |
| *6145.3 | Publications |
| 6161 | Equipment, books and materials |

*Indicates policy is included in the Critical Policy Reference Manual.

Regulation

ACCEPTABLE USE

To be posted on the district web site

Introduction

The information super highway is a reality. From your school you can travel all over the world to gather information and communicate with others. The Paulsboro Public Schools Network (PPS-Net) along with the Internet represent powerful educational resources that allow you to find information anywhere in the world. You can connect to businesses, major universities, national libraries, other information sources as well as to other schools and students around the world.

There are rules for acceptable behavior. Likewise, there are correct procedures that govern the use of information networks. If you do not follow these guidelines, you may lose your access privileges.

PPS-Net and Internet Appropriate Use Policy

The following is a list of guidelines which, if disregarded, will lead to disciplinary action and/or suspension or limitation of network access privileges:

- PPS-Net is intended only for educational purposes and for the business and administrative functions directly in support of the Paulsboro Public Schools.
- Network services, and access to these services, shall only be used by authorized persons.
- Where password protected accounts are used, network users are personally responsible for all activity that occurs within their account.
- When interacting with other users on PPS-Net or the Internet, users will conduct themselves in a responsible, ethical, and polite manner. Users may not:
 1. Violate, or attempt to violate, the security of district computers, data or network equipment or services;
 2. Use PPS-Net for illegal or inappropriate purposes or in support of such activities, or transmit any materials in violation of federal, state or local laws;
 3. Duplicate, store, or transmit copyrighted material that violates copyright law;
 4. View, duplicate, store, or transmit files containing adult or pornographic content, no matter what the source of that file may be;
 5. Use PPS-Net for business purposes or anything else not related to the individual's position in the Paulsboro Public Schools;
 6. Commit plagiarism;
 7. Transmit or post threatening, abusive, obscene or harassing material or use abusive, vulgar, profane, obscene, harassing, or other inappropriate language;
 8. Participate in pyramid schemes or chain mail;
 9. Install unlicensed and/or software not approved by the district.
- Users are advised that PPS-Net and individual computers and all files stored on same are district property and may be inspected or monitored at any time.
- This policy applies whether PPS-Net access is gained from within or out-of school settings.
- Individuals violating this policy shall be subject to full prosecution and legal consequences provided by law and, in the case of students, other appropriate disciplinary action.

ACCEPTABLE USE(continued)

About The Internet

The Internet is a "public place." You must always remember that you are sharing this space with many, other users who are interacting across the network at the same time. Your actions can be "seen" by others. If you use a particular service it is likely that someone knows the connections that you are making, knows about the computer software that you are using, and knows what you looked at.

You are expected to use the Internet to pursue intellectual activities, seek resources, access libraries, and other types of learning activities. As you explore this new space there are two cautions to keep in mind.

When using the Internet for research remember not to commit plagiarism. Plagiarism is "taking ideas or writings from another person and offering them as your own." When cutting and pasting ideas into your own document this is very easy to do by accident. Credit should always be given to the person who created the article or idea. The student who leads readers to believe that what they are reading is the student's own work when it is not is guilty of plagiarism.

For your own safety and for the safety of others, remember to exercise caution when you are communicating with people anywhere. Do not give out your home phone number or your address to anyone. If you feel there is a problem or if you feel uncomfortable with the information someone is giving you, tell your teacher immediately. When you are communicating with others, keep the following in mind:

- You cannot see them;
- You cannot tell how old they are or even what gender they are;
- They can tell you anything and you cannot always be sure what they are telling you is true; and
- Absolute privacy cannot be guaranteed in a network environment. You need to think carefully about what you say and how you say it.

About E-Mail

Though PPS-Net e-mail accounts are not provided for students, such accounts are readily available via "Portal" sites such as Yahoo! and Excite. Here are some suggested do's and don'ts for the use of e-mail.

- Make your subject line as descriptive as possible.
- Always include a salutation before your message.
- Always give your name and tell where you are from.
- Always restate or describe the question that you are answering or the issue on which you are commenting.
- Don't send personal messages on conferences, bulletin boards or digests.
- Don't expect an answer in less than 2 or 3 days.
- When sending a file, give as much information as possible: length, type, contents.
- Don't be vulgar or offensive. Electronic text allows no context clues to convey shades of irony, sarcasm, or harmless humor.
- Do not send or receive messages that discriminate based on gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability.
- Don't publicly criticize other users.
- Protect the privacy of others.
- Observe standard copyright restrictions.
- Be careful not to spread computer viruses.

ACCEPTABLE USE(continued)

About Student Accounts

There are two types of student accounts, the general student account and the personal student account.

General Student Account - All students without personal accounts use PPS-Net by logging on with the general student account. To log on with the general student account use "pps" for both the "user name" and "password."

Personal Student Account - A personal student account is a password-protected directory on the network accessible only by that student and appropriate school personnel. Personal student accounts are accessible by the student from any PPS-Net computer. This accessibility allows the student to begin working on an assignment in one classroom, close the file, and then open it again in another classroom to continue working. No floppy disks are needed. Finished work as well as work in progress may be stored in the directory.

Middle and high school students wishing a Personal Student Account may request one via the PPS-Net Internet Site.

Exhibit

Letter to be sent to Parent/Guardian

Dear Parent or Guardian:

Electronic information is often much more current, less expensive, and easier to access than conventional sources. At your child's fingertips are links to businesses, major universities, national libraries, and other sites. Your child can also communicate with experts in various fields of study, professionals working with students, and other students throughout the world. At the same time there are potential hazards.

While our staff makes every effort to avoid misuse of the Internet, students may receive offensive communications and may access material that is not appropriate. As with other methods of communication, there are opportunities with computer networks for students to create and distribute inappropriate materials and to conduct themselves in ways that are unacceptable.

While Paulsboro Public Schools has taken reasonable precautions to eliminate controversial material from its network system it is impossible for the district to restrict access to all controversial materials that exist outside its networks. Any inappropriate use of the district-wide computer network by the student will result in appropriate disciplinary action taken by the school.

Attachment: Computer Acceptable Use Procedure

Policy

CAREER AND TECHNICAL EDUCATION

The board of education believes that constructive attitudes and concepts involving the dignity of all kinds of work belong in the curriculum from the beginning grades. Therefore, in fulfillment of the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy, the board shall develop and implement a comprehensive guidance and counseling system that facilitates career awareness and exploration for all students. The board shall ensure that educational programs shall continuously expose pupils to the nature of the wide variety of careers available. The 21st Century Life and Careers Standards shall be infused into the curriculum throughout the grades in age appropriate activities. When any hands-on experience requires use of power tools, etc., all eye protection and other appropriate safety regulations shall be observed.

Career Education and Counseling

The board shall develop and implement a comprehensive guidance and academic counseling program for all students to facilitate career awareness, exploration, and preparation. This program shall:

- A. Be linked to the Core Curriculum Contents Standards including the Common Core State Standards;
- B. Be infused throughout the K-12 curriculum;
- C. Be supported by professional development programs;
- D. Take into consideration the National Career Development Guidelines and the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in academic, career and personal/social development of the student; and
- E. Assist students in making and implementing informed educational and career choices, including opportunities to change career focus;
- F. Develop the student's understanding of the relationship between academic attainment, career development, and personal/social development;
- G. Encourage students to create and maintain portfolios consisting of student accomplishments in academic and career oriented work;
- H. Ensure that students with disabilities (age 14 or younger), if determined appropriate by IEP, have career and academic counseling coordinated with transitional services in accordance with N.J.A.C. 6A:14-3.7.

The board shall develop and implement curriculum and instructional methods that:

- A. Are integrated with technological literacy;
- B. Provide all students with an understanding of the career application of knowledge and skills learned in the classroom; and
- C. Provide all students with the opportunity to apply knowledge and skills learned in the classroom to real or simulated career challenges.

The board will develop and implement for all students a system of career development activities that:

- A. Offers the opportunity to explore career interests within, but not limited to, arts and humanities; business and information systems; mathematics, science and technology; and health and human services;

CAREER EDUCATION (continued)

- B. Addresses district resources, community needs and student interest;
- C. Allows the board to select an appropriate delivery format that may include an integrated curriculum based on the Core Curriculum Content Standards including the Common Core State Standards or specialized programs that reflect the needs of students and the community; and
- D. Instills the concept of the need for continuous learning throughout one's life.

The board shall offer all high school students the opportunity to explore career interests by participation in structured learning experiences that are linked to the Core Curriculum Content Standards including the Common Core State Standards. The structured learning experiences shall:

- A. Have identifiable educational goals which support the Core Curriculum Content Standards including the Common Core State Standards particularly in the areas of career education; consumer, family and life skills; and technological literacy;
- B. Provide that students are supervised by school personnel in accordance with the requirements identified in the Professional Licensure and Standards rules at N.J.A.C. 6A:9-13.19 through -13.22;
- C. Be conducted at sites registered with the Department of Education via the work Registration System;
- D. Conform to federal and state law.

Career and Technical Instruction Programs

For purposes of this policy, "career and technical education" means an organized educational program that offers a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. It includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of individuals. To ensure that all students have access to vocational-technical instruction the board shall:

- A. Guarantee all students the right to apply and, if accepted, attend a county vocational school. The sending district shall be responsible for the tuition and transportation cost;
- B. Permit students to enroll in programs of vocational instruction outside the residence district as long as the resident district agrees to pay tuition and transportation costs, does not offer an identical type of program; and the program of vocational instruction has space available;
- C. Provide that students shall be admitted for enrollment in classes and provided instruction on the basis of their potential for achieving the occupational or other objectives of such instruction; and
- D. Allow county vocational schools and their designated representatives, reasonable opportunity, during school hours, to present information about the county vocational schools' programs to students in local districts in grades six through 12.

Career and Technical Instruction

Career and technical instruction shall be designed to prepare individuals:

- A. For life skills and paid employment as skilled workers or technicians or paraprofessionals in recognized occupations and in new or emerging occupation;
- B. For enrollment in advanced or highly skilled vocational-technical education programs;
- C. For making informed and meaningful occupational choices; and

CAREER EDUCATION (continued)

D. To achieve and combination of the above objectives.

The board of education or institution of higher education responsible for vocational technical education shall:

- A. Employ and supervise teachers;
- B. Determine whether students qualify for admission to classes;
- C. Determine the content and organization of courses and curricula;
- D. Provide vocational-technical education for students with disabilities in accordance with the student's individual education plan;
- E. Include special education programs and services designed to enable academically or economically limited students or students with disabilities to achieve the vocational-technical education programs' objectives;
- F. Provide academically or economically limited students or students with disabilities, who cannot benefit from regular vocational-technical education programs, special programs of vocational instruction that include special instructional devices and techniques and supplementary services as are necessary to enable those students to achieve their career objectives;
- G. Work in coordination with the State Board of Education and in cooperation with local private agencies, organization and institutions having responsibility for the education of academically or economically limited students or students with disabilities to plan, develop, establish and administer vocational-technical education programs and services; and
- H. Ensure soundness and quality of vocational-technical instruction by the application of the content standards required by law according to N.J.A.C. 6A:19-6.8.

The Superintendent of Schools shall seek and use all available state, federal and private sources of revenue for the financial support of vocational-technical education in this district. The Superintendent of Schools will develop regulations by which the vocational-technical education program shall be annually evaluated.

The board of education shall meet the levels of performance prescribed by the Department of Education in accordance with N.J.A.C. 6A:9-5.1, in the following areas:

- A. For secondary students, and postsecondary students in two- and four-year institutions of higher education:
 - 1. Academic attainment;
 - 2. Technical attainment;
 - 3. High school completion (for secondary students only);
 - 4. Credential/diploma attainment;
 - 5. Placement – employment, postsecondary education/further education, or military enlistment;
 - 6. Retention – education, employment, or military service (postsecondary students in two- and four-year institutions only);
 - 7. Non-traditional student participation; and
 - 8. Non-traditional student completion.
- B. For postsecondary students in county vocational school districts:
 - 1. Technical attainment;
 - 2. Program completion;
 - 3. Placement – employment, further education, or military enlistment;
 - 4. Retention – education, employment, or military service;
 - 5. Non-traditional student participation; and

CAREER EDUCATION (continued)

6. Non-traditional student completion.

The board of education shall make continuous and significant improvement in career and technical achievement of career and technical education students, and levels of performance shall be objective, quantifiable, and measurable. The board shall also identify in the local plans the level of performance targeted for each of the core indicators of performance.

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

NJSBA Review/Update: December 2008, February 2016
 Adopted: March 2009, June 2016
 Revised:

Key Words

Career Education, Vocational-technical Education

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| Legal References: | <u>N.J.S.A.</u> 18A:11-1 | General mandatory powers and duties |
| | <u>N.J.S.A.</u> 18A:38-36 | Employment certificates to part-time pupils |
| | <u>N.J.S.A.</u> 18A:40-12.1, -12.2 | Protective eye devices required for teachers, pupils and visitors in certain cases |
| | <u>N.J.S.A.</u> 18A:54-20 | Powers of board (county vocational schools) |
| | <u>N.J.S.A.</u> 18A:54E-1 through -5 | Business and school partnerships |
| | <u>N.J.A.C.</u> 6A:7-1.7 | Equality in school and classroom practices |
| | <u>N.J.A.C.</u> 6A:8-2.2 | Authority for the state plan for vocational education |
| | <u>N.J.A.C.</u> 6A:8-3.2 | Career education and counseling |
| | <u>N.J.A.C.</u> 6A:8-5.1 | Graduation requirements |
| | <u>N.J.A.C.</u> 6A:9B-3.1 <u>et seq.</u> | Professional Licensure and Standards |
| | <u>See particularly:</u> | |
| | <u>N.J.A.C.</u> 6A:9B-10.2, -10.13, -12.19 through -12.20 | |
| | <u>N.J.A.C.</u> 6A:19-1.1 <u>et seq.</u> | Vocational – Technical Education Programs and Standards |
| | <u>See particularly:</u> | |
| | <u>N.J.A.C.</u> 6A:19-1.2, -2.1, -2.3, -3.1, -5.1, -5.2, -6.1, -6.5, -6.7, -6.8, | |
| | <u>N.J.A.C.</u> 6A:23A-17.4 | Method of determining tuition rates for county vocational-technical schools |
| | <u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u> | Operation and Maintenance of Facilities |
| | <u>See particularly:</u> | |
| | <u>N.J.A.C.</u> 6A:26-12.2, -12.5 | |
| | <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> | Evaluation of the Performance of School Districts |

Possible

| | | |
|--------------------------|------------|--|
| Cross References: | *3220/3230 | State funds; federal funds |
| | *3516 | Safety |
| | *5142 | Pupil safety |
| | *5145.4 | Equal educational opportunity |
| | *6010 | Goals and objectives |
| | *6121 | Nondiscrimination/affirmative action |
| | *6141 | Curriculum design/development |
| | *6142.2 | English as a second language; bilingual/bicultural |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

HIV PREVENTION EDUCATION

The Paulsboro Board of Education believes HIV education should be integrated into the comprehensive health education curriculum, but may also be applied to other curriculum areas.

The district HIV education program must address, at a minimum, the nature, transmission, prevention and effects of the disease. The program shall be provided through a coordinated sequential elementary and secondary curriculum, taking into consideration the age, growth, development and maturity of the pupils and the subject matter of the course. Development of the program should take into account the instructional needs of all pupils in the district.

The Superintendent of Schools shall ensure that the information presented as a part of the HIV prevention education program is articulated in such a way that transition from grade to grade in the elementary schools and from elementary to secondary approaches to the material will be appropriate for all pupils.

The Superintendent of Schools shall be responsible for the preparation and development of an HIV prevention education program, with active consultation and participation of an advisory committee* consisting of teachers, administrators, parents/guardians, pupils (as appropriate), physicians, members of social and health service agencies, members of the clergy and representative members of the community. The board shall appoint the members of the committee upon the recommendation of the Superintendent of Schools. The advisory committee shall be responsible for reviewing the instructional program and all materials to be used and, through the Superintendent of Schools, of recommending same for board adoption.

The Superintendent of Schools shall ensure that all staff involved in teaching the HIV prevention education program are properly certified for the subject area in which they are teaching and adequately prepared to teach the material. As necessary, appropriate staff training shall be provided.

The Superintendent of Schools shall establish a process for evaluating and updating the HIV prevention education program to incorporate new information. Any such revisions shall be implemented after consultation with and review by an advisory committee as described above.

The Board of Education alone, upon the recommendation of the Superintendent of Schools, shall determine the content, sequence, and materials of the HIV prevention education program. The board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials.

NJSBA Review/Update: December 2008, February 2016
Adopted: March 2009

Key Words

AIDS, HIV Prevention Education

Legal References: N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:35-4.7 Parents statement of conflict with conscience
N.J.S.A. 18A:35-4.19 AIDS Prevention Act of 1999
through-4.22
N.J.S.A. 26:5c-1 et seq. Acquired Immune Deficiency Syndrome

HIV PREVENTION EDUCATION (continued)

| | |
|---|--|
| <u>N.J.A.C.</u> 6A:8-3.1(d) | Curriculum and instruction |
| <u>N.J.A.C.</u> 6A:16-2.1(a)7 | Health services policy and procedural requirements |
| <u>N.J.A.C.</u> 8:61-1.1 <u>et seq.</u> | Participation and Attendance at School by Individuals with HIV Infection |
| <u>N.J.A.C.</u> 12:100-4.2 | Safety and Health Standards for Public Employees (Adoption by reference) |

29 CFR 19910.1030 - Bloodborne Pathogens Standard

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

S. T. v. Board of Education of the City of Millville, 1986 S.L.D. (December 24), aff'd St. Bd.

Possible

Cross References:

| | |
|--------------|---|
| *1220 | <u>Ad hoc</u> advisory committees |
| *4131/4131.1 | Staff development; in-service education/visitations/conferences |
| *5124 | Reporting to parents/guardians |
| *5131.6 | Drugs, alcohol, tobacco (substance abuse) |
| *5141 | Health |
| *5141.2 | Illness |
| *5145.4 | Equal educational opportunity |
| *6122 | Articulation |
| *6140 | Curriculum adoption |
| *6141 | Curriculum design/development |
| *6142 | Subject fields |
| *6142.1 | Family life education |
| *6142.4 | Physical education and health |
| *6144 | Controversial issues |
| *6146 | Graduation requirements |
| *6161.2 | Complaints regarding instructional materials |
| *6300 | Evaluation of the instructional program |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

CURRICULUM GUIDES

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

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for public inspection.

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

NJSBA Review/Update: December 2008, February 2016
Adopted: March 2009

Key Words

Curriculum, Curriculum Guides, Subject Fields

Legal References: N.J.A.C. 6A:8-1.3 Definitions
 N.J.A.C. 6A:8-2.1 et seq. The Core Curriculum Content Standards
 N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards

 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

Possible

Cross References: *6122 Articulation
 *6140 Curriculum adoption
 *6141 Curriculum design/development
 *6142 Subject fields
 *6142.2 English as a second language; bilingual/bicultural
 *6147 Standards of proficiency

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

LESSON PLANS

All teachers are required to maintain and use an updated curriculum guide for preparation of lesson plans for each subject taught. Lesson plans must include objectives which specify what pupils should know, or be able to do, at the completion of that lesson. Lesson plans should be prepared in enough detail with enough clarity to enable a substitute teacher to carry on the program during the absence of a teacher.

When the teacher plans to use materials not included in the curriculum guide, he/she should list these materials in the lesson plan.

The building principal shall check lesson plans on a regular basis.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Lesson Plans, Curriculum Guides, Curriculum

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:8-2.1 et seq. The Core Curriculum Content Standards
N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Possible

Cross References: *4115 Supervision
*4116 Evaluation
*4121 Substitute teachers
*6010 Goals and objectives
*6142 Subject fields
*6143 Curriculum guides

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

CONTROVERSIAL ISSUES

The Paulsboro Board of Education believes that pupils should be informed as fully as possible on areas of controversy, past and present. It is important for their development into intelligent adults and responsible citizens and that they be familiar with the basis for historical decisions and that they be aware of facts and opinions with which their own world is contending. Free discussion of controversial issues--political, economic, social--shall be encouraged in the classroom whenever appropriate for the level of the group.

Teachers in areas of the curriculum which touch upon such matters shall make every attempt to present to their pupils objectivity, the relevant facts on opposing viewpoints, domestic or international.

Issues may be considered controversial which arouse strong reactions, based either on personal conviction or allegiance to a group. School treatment of controversial issues shall be designed to instruct pupils in fair and objective study techniques. The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timeliness of the question, the maturity and needs of the pupils and the purposes of the schools. Classroom discussions on controversial questions which arise unexpectedly shall be the responsibility of the teacher, who shall provide relevant information on both sides of the question. Such discussions shall be kept free from the assumption that there is one correct answer that should emerge from a discussion and be taught authoritatively to the pupils.

Pupils shall be taught to recognize each other's right to form an opinion on controversial issues, and shall be assured of their own right to do so without jeopardizing their relationship with the teacher or the school.

When public employees make statements pursuant to their official duties: in the classroom, at board meetings, and at other meetings related to educational issues affecting the district, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline (*Garcetti v. Ceballos*).

The building principal shall have the authority to limit or suspend discussion of controversial issues pending a review of the issue/materials. Instructional materials not previously approved must be reviewed by the principal before being introduced into the classroom.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Controversial Issues, Curriculum, Instructional Materials, Censorship

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

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

Tenure Hearing of William Lee Johnson, Clearview Regional School District, 79 S.L.D. 267; 79 S.L.D. 273 aff'd with deletion of paragraph

CONTROVERSIAL ISSUES (continued)

Garcetti v. Ceballos 2006 U.S. LEXIS 4341(May 2006)

Possible

Cross References: *1312 Community complaints and inquiries
5145 Rights
*6115 Ceremonies and observances
*6141.2 Recognition of religious beliefs and customs
*6145.3 Publications
*6161.1 Guidelines for evaluation and selection of instructional materials
*6161.2 Complaints regarding instructional materials

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

EXTRACURRICULAR ACTIVITIES

The Paulsboro Board of Education 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 Superintendent of Schools 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.

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.

EXTRACURRICULAR ACTIVITIES (continued)

Only persons in the employ of a 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 Superintendent of Schools. Fund-raising activities of extracurricular groups must be approved by the board.

All pupils in good disciplinary and academic standing shall have equal access to all extracurricular activities regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

Good Disciplinary Standing

Good disciplinary standing shall mean that a pupil is not eligible to participate while serving a detention or suspension. Pupils on disciplinary probation or serving a detention or suspension may not practice, perform or compete.

- A. When a pupil already participating in an extracurricular activity is reported for an infraction of the rules for pupil conduct, the principal shall appoint a staff committee to consider whether the pupil shall be removed from any or all extracurricular activities.
- B. If a pupil was in bad disciplinary standing the previous term, the principal shall refer the matter to a staff committee to determine whether the pupil shall be permitted to participate during the current term.

Good Academic Standing

Good academic standing at the beginning of the school year for all grades, seven through 12, means successful completion of the previous year's requirements, with no failures.

For those activities commencing immediately upon return to school in September, initial eligibility will be determined at the time of the first progress report. Grades from the previous year will not be taken into account. During the school year all students will have their grades monitored regularly.

Continuing good academic standing requires maintenance of passing grades in all subjects during the current year, and in grade 12 taking enough course credits to complete the high school graduation requirement by the end of the academic year.

A pupil who begins the year not in good academic standing, who maintains a passing grade in every subject may request consideration to participate in extracurricular activities at the beginning of the second semester.

Attendance

The district's attendance policy shall also apply.

EXTRACURRICULAR ACTIVITIES (continued)Implementation

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

Adopted: 1994
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009

Key Words

Extracurricular Activities, Cocurricular Activities, Student Activities, Pupil Activities

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. 6A:8-3.2 Career education and counseling
N.J.A.C. 6A:9B-5.18 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

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)

Good News Club v. Milford Central School, 121 U.S. 2093 (2001)

NJSIAA Constitution, Bylaws, Rules and Regulations

Possible

Cross References: *1322 Contests for pupils
 *2224 Nondiscrimination/affirmative action
 *3453 School activity funds
 *5113 Attendance, absences and excuses
 *5126 Awards for achievement
 *5131 Conduct/discipline
 *5136 Fund-raising activities
 5143 Insurance
 *5145.4 Equal educational opportunity

EXTRACURRICULAR ACTIVITIES (continued)

| | |
|----------------|---|
| *6010 | Goals and objectives |
| *6142 | Subject fields |
| *6142.12 | Career education |
| *6145.1/6145.2 | Intramural competition; interscholastic competition |
| *6146 | Graduation requirements |
| *6153 | Field trips |

*Indicates policy is included in the Critical Policy Reference Manual.

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

The Paulsboro Board of Education 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 superintendent of schools.

The board shall appoint coaches, advisors, physicians and other necessary supervisory personnel upon recommendation of the superintendent of schools. The superintendent of schools 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 policy 6145 Extracurricular Activities.

Attendance Standards

Attendance standards shall be those set in policy 5113 Attendance, 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 on disciplinary probation or serving a detention or suspension may not practice, perform or compete. The superintendent of schools and the building principal shall decide at the end of a probation or suspension whether the pupil may return to practice and competition.

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

Special Education Pupils

To participate in interscholastic competition, special education students must meet the same requirements listed above and the physical eligibility requirements. Reasonable modifications must be provided to each qualified student seeking to participate in an extra-curricular activity. However, a modification may be denied if, based on an individualized assessment, the modification presents an objective health or safety risk to the student or to others, or where the modification would result in a fundamental alteration to the nature of the program. A fundamental alteration is a modification that provides an objective advantage or disadvantage or requires a change in the rules of competition.

Physical Eligibility

All pupils in grades six through 12 participating in intramural or 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 superintendent of schools shall present to the board for adoption procedures for administration of the required medical examination. The procedures for the medical examination to determine the fitness of a pupil to participate in athletics shall include a form for a medical history to be filled out and returned by a parent/guardian and a form to be filled out by the examining physician.

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

A. A medical history questionnaire, completed by the parent/guardian of the pupil, to determine if the pupil:

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

B. A physical examination which shall include, as a minimum, no less than:

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

1. Measurement of weight, height, and blood pressure;
2. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
3. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
4. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum and gross hearing loss;
5. Examination of the nose to assess the presence of deformity which may affect endurance;
6. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
7. Examination of chest contour;
8. Auscultation and percussion of the lungs;
9. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
10. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
11. Assessment of the back to determine range of motion and abnormal curvature of the spine;
12. Examination of extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
13. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
14. Assessment of physiological maturation;
15. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

Insurance

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

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 superintendent of schools 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.

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

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

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 superintendent of schools shall prepare regulations on good sportsmanship and ensure their dissemination to students, parents/guardians and the community.

Adopted: 1994
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009, June 2016
 Revised:

Key Words

Extracurricular Activities, Cocurricular Activities, Competition, Intramural Competition, Interscholastic Competition

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| <u>Legal References:</u> | <p><u>N.J.S.A. 5:17-1 et seq.</u> Athletic code of conduct permitted; "youth sports event" defined...</p> <p><u>N.J.S.A. 18A:11-3</u> Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals</p> <p><u>N.J.S.A. 18A:26-2.1 et al.</u> Supervisory certificate required for appointment as director of athletics</p> <p><u>N.J.S.A. 18A:36-20</u> Discrimination; prohibition</p> <p><u>N.J.S.A. 18A:40-41</u> Pamphlet on sudden cardiac death</p> <p><u>N.J.S.A. 18A:40A-1 et seq.</u> Substance abuse</p> <p><u>See particularly:</u></p> <p><u>N.J.S.A. 18A:40A-9, -10, -11</u></p> <p><u>N.J.S.A. 18A:42-2</u> School orchestra not to compete with civilian musicians; exceptions</p> <p><u>N.J.S.A. 18A:43-1</u> Accident insurance for pupils authorized</p> <p><u>N.J.A.C. 6A:7-1.4</u> Responsibilities of the district board of education</p> <p><u>N.J.A.C. 6A:7-1.7</u> Equality in school and classroom practices</p> <p><u>N.J.A.C. 6A:9B-5.18</u> Athletics personnel</p> <p><u>N.J.A.C. 6A:16-2.1 et seq.</u> General Provisions for School Health Services</p> <p><u>See particularly:</u></p> <p><u>N.J.A.C. 6A:16-2.2</u></p> <p><u>N.J.A.C. 6A:30-1.1 et seq.</u> Evaluation of the Performance of School Districts</p> <p><u>N.J.A.C. 6A:32-9.1 et seq.</u> Athletic Procedures</p> <p><u>See particularly:</u></p> <p><u>N.J.A.C. 6A:32-9.1(c), -9.1(d), -9.1(f)</u></p> <p>20 <u>U.S.C.A. 1681 et seq.</u> - Title IX of the Education Amendments of 1972</p> <p>29 <u>U.S.C.A. 794 et seq.</u> - Section 504 of the <u>Rehabilitation Act of 1973</u></p> <p><u>Krupp v. Bd. of Ed. of Union County Reg. H.S. Dist. #1, 278 N.J. Super. 31</u> (App. Div. 1994) cert. den. 140 <u>N.J. 277</u> (1994)</p> |
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INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

NJSIAA Constitution, Bylaws, Rules and Regulations

The Comprehensive Equity Plan, New Jersey State Department of Education

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| <u>Cross References:</u> | *1322 | Contests for pupils |
| | *3250 | Income from fees, fines, charges |
| | *3453 | School activity funds |
| | 3530 | Insurance management |
| | *3541.31 | Privately owned vehicles |
| | *5125 | Pupil records |
| | *5126 | Awards for achievement |
| | *5131 | Conduct/discipline |
| | *5141.1 | Accidents |
| | *5141.3 | Health examinations and immunizations |
| | *5145.4 | Equal educational opportunity |
| | *6121 | Nondiscrimination/affirmative action |
| | *6142.4 | Physical education and health |
| | *6145 | Extracurricular activities |
| | 6145.4 | Public performances and exhibitions |
| | *6146 | Graduation requirements |
| | *6147.1 | Evaluation of individual student performance |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

PUBLICATIONS

The Paulsboro 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.

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 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.

Web Sites

School-sponsored web sites are also subject to this policy and to the same regulatory constraints as are print publications.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Publications, Student Publications

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

PUBLICATIONS (continued)

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)

Possible

Cross References: *1111 District publications
5145 Rights
5145.2 Freedom of speech/expression
*5145.5 Photographs of pupils
*6142.10 Technology

*Indicates policy is included in the Critical Policy Reference Manual

Policy

SOCIAL EVENTS/MEETINGS

The Paulsboro Board of Education recognizes the value of pupil social events and class trips in enhancing and enriching the school experience for the children of this community.

The board will make school facilities available and provide appropriate supervision for the conduct of social events within the school facilities which have been approved by the board, and for social events which take place outside school facilities, approval is required by the Board of Education.

As voluntary participants in school social events and class trips, pupils shall be held responsible for compliance with rules set forth for their conduct, and infraction of those rules will be subject to the same disciplinary measures as are applied during the regular school program.

Participation in school events is not a right and may be denied to any pupil who has demonstrated disregard for the rules of the school.

The Superintendent shall develop procedures for the conduct of pupil social events and class trips which shall include the following:

- A. The designation of a staff member or Board of Education representative who shall be the board employee responsible for the event;
- B. The provision of adequate chaperones, adult supervision or police protection as required by the circumstances of the event; and
- C. The formation of rules and regulations governing the conduct and safety of all participants and the promulgation of such rules and regulations to all pupils and adults involved.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Social Events, Class Trip, Social Function,

Possible

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| <u>Cross References:</u> | *1330 | Use of school facilities |
| | *3542.1 | Wellness and Nutrition |
| | *5113 | Attendance, absences and excuses |
| | *5114 | Suspension and expulsion |
| | *5131 | Conduct and discipline |
| | *5131.6 | Substance abuse |
| | *6145 | Extracurricular activities |
| | *6153 | Fieldtrips |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

GRADUATION REQUIREMENTS

In order to be graduated from the Paulsboro School District High School, and receive a state-endorsed board of education diploma, a pupil must:

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on New Jersey Department of Education approved state-wide proficiency assessments;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy approved by the state board of education;
- C. Select and complete successfully enough elective credits to meet the district minimum of 130 credits.
 - 1. Students must reach the following levels:
 - a. Sophomore: 30 credits
 - b. Junior: 60 credits
 - c. Senior: by the end of the senior year the student must earn 130 credits.
 - 2. All students must have successfully completed the following courses in order to earn a state endorsed high school diploma:
 - a. 1 year of physical education and health for each year of school;
 - b. 4 years of English (research paper will be required in English III and IV);
 - c. 2 years of U.S. History and 1 year of World History;
 - d. 3 years of mathematics;
 - e. 3 years of science;
 - f. 2 years of fine/performing or practical arts;
 - g. 1 year of world language.

Successful completion means that the pupil has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer pupils must meet all state and local requirements in order to receive a Paulsboro School District high school diploma.

The Superintendent of Schools shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the state or district proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills

Pupils who do not pass the Grade Eight Proficiency Assessment shall be provided appropriate remediation.

Twelfth-grade pupils who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a special review assessment as provided by law.

GRADUATION REQUIREMENTS (continued)

Pupils with Limited English Proficiency

Pupils with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and district requirements for graduation.

Special Education Pupils

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 with the written approval of the Superintendent of Schools.

A pupil who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

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 exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including HSPA, along with the rationale for the exemptions. The exemptions must be approved in writing by the Superintendent of Schools.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

Proficiency

In consultation with appropriate professional staff, the Superintendent of Schools shall develop and present to the board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school.

The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with sending elementary districts.

In accordance with law, the board of education shall have copies of this policy distributed to all ninth-grade (or otherwise entering) pupils and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to pupils on registering for the course.

The yearly program of studies for each pupil in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old pupils.

GRADUATION REQUIREMENTS (continued)

Early Graduation

Pupils who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

Pupil Enrollment in College Courses

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 pupils. The board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and college faculty who teach the courses.

Individualized Student Learning Opportunities

The board shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards including the Common Core State Standards.

- A. Individualized student learning opportunities areas include, but are not limited to, the following:
1. Independent study;
 2. Online learning;
 3. Study abroad programs;
 4. Student exchange programs; and
 5. Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
- B. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards including the Common Core State Standards shall:
1. Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
 2. Include demonstration of student competency;
 3. Be on file in the school district and subject to review by the Commissioner or his or her designee.

To earn credit toward high school graduation for individualized student learning opportunities, the student shall successfully complete assessments that verify student achievement in meeting or exceeding the Core Curriculum Content Standards including the Common Core State Standards at the high school level. Achievement may be verified by assessments including standards achieved by means of the individualized student learning opportunities. Such programs or assessments may occur all or in part prior to a student's high school enrollment.

No assessments administered shall preclude or exempt student participation in applicable Statewide assessments at grades three through 12.

Pupil Enrollment in College Courses– Option 2

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 pupils.

The board shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual

GRADUATION REQUIREMENTS (continued)

enrollment at accredited higher education institutions. Students shall receive credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the Core Curriculum Content Standards including the Common Core State Standards.

The board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and college faculty who teach the courses.

Reporting and Monitoring

The Superintendent of Schools shall include in the annual report to the commissioner:

- A. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- B. The number of students graduated under the Alternate High School Proficiency Assessment (AHSA) process;
- C. The number of students receiving state-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- D. The total number of students denied graduation from the 12th grade class;
- E. The number of students denied graduation from the 12th grade class solely because of failure to pass the New Jersey Department of Education approved state-wide proficiency assessments or Alternate High School Proficiency Assessment (AHSA), based on the provisions of administrative code.

This information shall be reported to the board at a public meeting prior to the date prescribed by law.

The board shall review this policy annually and shall adopt all regulations required by law.

Adopted: July 21, 2005
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009, June 2016
 Revised:

Key Words

High School Graduation, Early Warning Test, HSPT, Graduation, Graduation Requirements

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| <u>Legal References:</u> | <u>N.J.S.A.</u> 18A:4-25 | Prescribing minimum courses of study for public schools; approval of courses of study |
| | <u>N.J.S.A.</u> 18A:7C-1 | Commissioner of education to develop a program of standards and guidelines |
| | <u>N.J.S.A.</u> 18A:7C-2 | Boards of education; establishment of standards |
| | <u>N.J.S.A.</u> 18A:7C-4.1 | Operation Recognition; purpose; eligibility; application procedure |
| | <u>N.J.S.A.</u> 18A:7C-5.1 | Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees |
| | <u>N.J.S.A.</u> 18A:7F-46 | Review, update of the CCCS, Educational Adequacy Report |
| | <u>N.J.S.A.</u> 18A:33-1 | District to furnish suitable facilities; adoption of courses of study |

GRADUATION REQUIREMENTS (continued)

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| <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> | Curriculum and courses |
| <u>N.J.S.A.</u> 18A:36-17 | Credit of seniors in active military and naval service, etc. |
| <u>N.J.A.C.</u> 6:30-3.7 | Graduation |
| <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> | Standards and Assessment |
| <u>See particularly:</u> | |
| <u>N.J.A.C.</u> 6A:8-1.2,-2.1,-3.1, -3.3,-4.1, -4.2, -4.3, -5.1, -5.2 | |
| <u>N.J.A.C.</u> 6A:14-3.7 | Individualized education program |
| <u>N.J.A.C.</u> 6A:14-4.11 | Graduation |
| <u>N.J.A.C.</u> 6A:15-1.11 | Graduation requirements for limited English proficient Students |
| <u>N.J.A.C.</u> 6A:23A-9.5 | Commissioner to ensure achievement of the Core Curriculum Content Standards |
| <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> | Evaluation of the Performance of School Districts |
| <u>N.J.A.C.</u> 6A:32-2.1 | Definitions |
| <u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u> | Annual Reporting and Planning Requirement |
| <u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u> | Programs and practices to support student achievement |
| <u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u> | 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, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

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| <u>Cross References:</u> | *1120 | Board of education meetings |
| | *5113 | Absences and excuses |
| | *5120 | Assessment of individual needs |
| | *5127 | Commencement activities |
| | 6000 | Concepts and roles in instruction |
| | *6010 | Goals and objectives |
| | *6122 | Articulation |
| | *6140 | Curriculum adoption |
| | 6141.4 | Independent study |
| | *6142 | Subject fields |
| | *6142.2 | English as a second language; bilingual/bicultural |
| | *6142.6 | Basic skills |
| | *6145 | Extracurricular activities |
| | *6147 | Standards of proficiency |
| | *6154 | Homework/makeup work |
| | *6171.4 | Special education |
| | *6200 | Adult/community education |

*Indicates policy is included in the Critical Policy Reference Manual

Regulation

HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS WITH EDUCATIONAL DISABILITIES

- A. A pupil with an educational disability who entered a high school program shall meet all state and local high school graduation requirements in order to receive a state endorsed high school diploma unless exempted in the pupil's I.E.P. with the endorsement of the director of special education and with the written approval of the superintendent of schools. The I.E.P. shall be developed in accordance with law and shall specifically address the graduation requirements and specify which requirements would qualify a pupil with an educational disability for a state endorsed diploma.

For a pupil with an educational disability who cannot meet state and local graduation requirements the following procedure shall be used:

1. The case manager, pupil's teacher, parent and adult pupil if applicable shall meet annually or as needed to review student progress and to develop the student I.E.P.
 2. Any decision to exempt a pupil from state and local high school graduation requirements shall be predicated upon the functional level of the pupil and requirements for exemption pursuant to law.
 3. Alternate requirements for each exemption shall be based upon stipulations outlined in law.
- B. An exemption from the HSPT pursuant to law shall be granted if a pupil would be adversely affected by taking the test. An exemption from the HSPT and exemption from mastery of the curriculum proficiencies shall be granted if it can be demonstrated that the pupil's I.E.P. is characterized by goals and objectives which do not include the range of HSPT skills and curriculum proficiencies.
- C. A pupil with an educational disability who has not been exempted from the HSPT and who has not passed it will participate in the SRA process during grade 12. This process will involve a comprehensive review by a panel appointed by the superintendent and consisting of a child study team member not having direct responsibility for the pupil and three certified teachers who have knowledge of special education and are not currently instructing the pupils. The SRA evaluation will include:
1. Performance on state tests (including all retests);
 2. Performance on locally selected tests;
 3. Performance on course work;
 4. Practical demonstrations of specific skill mastery which occur either in or outside of school but which are not part of regular course work;
 5. Formal interview with the parents/guardians;
 6. Formal interview with the teaching staff,
 7. Guidance counselor and/or psychologist review, as appropriate;
 8. Visual, auditory and/or medical data as appropriate;
 9. Examination of credit and curriculum performance; and
 10. Examination of pupil proficiencies in other areas.
- D. Annually, not later than September 30, the superintendent shall report at a public meeting to the district board of education and the commissioner of education, the number of pupils graduated and the number of pupils denied graduation from the prior 12 grade class pursuant to the provision of law. The superintendent shall include in the annual report the number of pupils graduated under special education and the special review assessment.

HIGH SCHOOL GRADUATION REQUIREMENTS FOR
STUDENTS WITH EDUCATIONAL DISABILITIES (continued)

- E. If a pupil with an educational disability attends a school other than that of the local school district, the pupil shall have a choice of the diploma from the district of residence or from the school which the pupil attends if the school is empowered to grant a diploma. Fulfillment of the pupil's I.E.P. will qualify a pupil with an educational disability for an elementary diploma if elementary diplomas are granted by the district. Pupils with an educational disability shall have opportunities to participate in graduation exercises and related activities on a nondiscriminatory basis.

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| Adopted: | July 21, 2005 |
| NJSBA Review/Update: | December 2008, February 2016 |
| Readopted: | March 2009 |

Policy

PROMOTION/RETENTION

The Paulsboro Board of Education recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The Superintendent of Schools shall direct development of and the board shall adopt detailed regulations to govern progress of pupils through levels K-12. The regulations shall include:

- A. Standards of proficiency related to district goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all pupils achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the pupil's progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians and adult pupils to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a pupil's normal progression from level to level. The final decision in all cases will rest with school authorities.

Adopted: August 25, 2005
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Promotion, Retention, Bilingual

Legal References: N.J.S.A. 18A:4-24 Determining efficiency of schools; report to state board
N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
N.J.A.C. 6A:8-4.1 Statewide assessment system
N.J.A.C. 6A:8-4.2 Documentation of student achievement
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

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

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

Possible

Cross References: *5113 Absences and excuses
*5120 Assessment of individual needs
*5124 Reporting to parents/guardians

PROMOTION/RETENTION (continued)

- *6142 Subject fields
- *6142.2 English as a second language; bilingual/bicultural
- *6143 Curriculum guides
- *6145 Extracurricular activities
- *6146 Graduation requirements
- *6147 Standards of proficiency
- *6147.1 Evaluation of individual student performance
- *6171.1 Remedial instruction
- *6171.3 At-risk and Title 1

*Indicates policy is included in the Critical Policy Reference Manual.

Regulation

ACCELERATION; PROMOTION/RETENTION

In general, pupils shall be placed at the grade level to which they are best adjusted academically, socially and emotionally. The education program shall provide for the continuous progress of pupils from grade to grade. Generally pupils will be expected to spend one year in each grade. A number of pupils, however, may benefit from staying another year in the same grade and a small number of pupils may benefit from acceleration.

Guidelines for Retention

Retention shall be considered when:

- A. Retention would have a reasonable chance of benefitting the children.
- B. The pupil is achieving one or more grade levels below expected performance in reading and/or language and/or mathematics.
- C. Retention would not cause an undue social and emotional adjustment.

Procedures to Be Followed

- A. Review and evaluation of the social, physical, and emotional characteristics by the classroom teacher, guidance counselor, basic skills teachers (s), Principal and Child Study Team when appropriate.

The following aspects should be considered:

- 1. Attendance records
 - 2. Attention span
 - 3. Completion of classroom assignments
 - 4. Completion of homework
 - 5. Relationship with peers
 - 6. Significant changes in academics and/or behavior
 - 7. Serious personal/family conditions or relationships
 - 8. Health records
- B. Identification of those pupils who are one or more grade levels below expected performance in the areas of reading/language arts, spelling, and mathematics.
- C. Review all academic records that would include the following:
 - 1. Reading folders
 - 2. Math folders
 - 3. Spelling tests
 - 4. I.Q.
 - 5. Report card grades
 - 6. Any other appropriate records (i.e., basic skills records, child study team records, etc.)
- D. Notification of parents/guardians
 - 1. Guidelines indicating expected levels of achievement for promotion are disseminated to the parent/guardians at the November conferences with the

ACCELERATION: PROMOTION/RETENSION (continued)

- teachers; the parent/guardian signs this written form and is given a copy. The original is retained by the teacher in the child's reading folder.
2. If it appears that retention is possible, the parent/guardian shall be notified by the principal prior to the completion of the second marking period (separate for kindergarten, conference will be held).
 3. Relevant records shall be reviewed with the parent/guardian during parent/guardian/teacher conferences in February by the classroom teacher and, where appropriate, the basic skills teacher(s).
 4. In addition to parents/guardians notified verbally at the parent/guardian/teacher conferences in February, written notification of the child's present achievement record along with expected levels of achievement from promotion are disseminated; the parent/guardian signs this written form and is given a copy. The original is retained by the teacher in the child's reading folder.
 5. At the end of the third quarter, if retention of the kindergarten pupil still seems likely, a second letter will be sent.
 6. Directly following the second marking period grade reports an analysis of each possible retaineer's needs are done by the principal, staff, and support staff and a program of improvement is developed, such as:
 - a. Additional reading instruction
 - b. Additional math instruction
 - c. Provision of reinforcement materials for the parents/guardians to assist the child
 - d. Referral to guidance counselor
 - e. Referral to the child study team, if necessary
 - f. Periodic checks with parent/guardian by teacher to determine progress being made by the child
 7. The child's subsequent progress shall be reviewed by the teacher at parent/guardian conferences in April.
 8. A form is given to the parents/guardians at the April conferences that again indicates the expected levels of achievement for promotion and the actual level of the child's current achievement; the parent/guardian signs this written form and is given a copy. The original is retained by the teacher in the child's reading folder, at this time the parent/guardian is then informed if retention is highly probable.
 9. Directly following the April conferences a further review of the child's status will take place between the principal, staff, and support staff; additional services will be provided as needed.
 10. Prior to the end of the school year, the principal shall meet with any parents/guardians who do not agree with the decision and/or need further explanations of why the child should be retained. The child's total record will be reviewed with them before making a final determination.
 11. The principal shall notify the Superintendent in writing of those pupils at each grade level who will be retained.
 12. Parents/guardians shall be notified prior to the end of the school year by the principal, in writing, of the decision to retain.

Guidelines of Acceleration

Acceleration shall be considered when:

- A. Acceleration would have a reasonable chance of benefitting the child.
- B. The pupil is achieving one or more grade levels above expected performance in reading and/or language arts and/or mathematics.

ACCELERATION: PROMOTION/RETENSION (continued)

- C. Acceleration would not cause an undue social and emotional adjustment.

Procedures to be Followed

- A. Identification of those pupils who are one or more grade levels above expected performance in the areas of reading/language arts, spelling, and mathematics.
- B. Review all academic records that would include the following:
1. Reading folders
 2. Math folders
 3. Spelling tests
 4. I.Q.
 5. Report card grades
 6. Any other appropriate records
- C. Review and evaluation of the social, physical, and emotional characteristics by the classroom teacher, guidance counselor, principal and child study team when appropriate.

The following aspects should be followed:

1. Attendance records
 2. Attention span
 3. Completion of classroom assignments
 4. Completion of homework
 5. Relationship with peers
 6. Health records
- D. Notification of parents/guardians:
1. If it appears that acceleration is possible, the parent/guardian shall be notified by the principal in writing, at whatever time in the year it is deemed feasible to do so.
 2. Relevant records shall be reviewed with the parent/guardian by the principal and classroom teacher(s).
 3. The principal shall notify the Superintendent in writing of any pupil who is to be accelerated.
 4. Parents/guardians shall be notified after no more than two weeks of the mutual agreement by parents/guardians and school authorities, in writing, of the decision to accelerate.

Adopted: August 25, 2005
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Policy

STANDARDS OF PROFICIENCY

The Superintendent of Schools, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses and programs offered by the district. The criteria, indicators and standards must be related to district goals and objectives. Parents/guardians shall be informed in a timely manner whenever their child appears in danger of failing to meet required proficiency levels. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy identified by the State Department of Education and shall form the basis for the district's grading system. The specific indicators of achievement and standards of proficiency developed for all courses and programs accepted for credit toward high school graduation shall be given to pupils and parents/guardians, in writing, at the time the pupil registers for the course.

By the date required by law, the Superintendent of Schools shall annually report to the board and the community at a regularly scheduled meeting an evaluation of pupil achievement toward meeting district and school goals and objectives.

Low pupil achievement shall be regarded by the board as an indication that revisions are needed in educational programming, general strategy, staff resource use, staff evaluation, and/or other aspects of the learning program.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Proficiencies, Standards of Proficiency

| | | |
|---------------------------------|--|---|
| <u>Legal References:</u> | <u>N.J.S.A.</u> 18A:7C-2 | Boards of education; establishment of standards |
| | <u>N.J.S.A.</u> 18A:7E-2 through -5 | School report card program |
| | <u>N.J.S.A.</u> 18A:7F-46 | Review, update of the CCCS, Educational Adequacy Report |
| | <u>N.J.S.A.</u> 18A:35-4.9 | Pupil promotion and remediation; policies and procedures |
| | <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> | Standards and Assessment |
| | <u>See particularly:</u> <u>N.J.A.C.</u> 6A:8-1.1, -1.3,-2.1, -4.1, -4.4, -5.1 | |
| | <u>N.J.A.C.</u> 6A:14-4.11 | Statewide assessment |
| | <u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u> | Bilingual Education |
| | <u>See particularly:</u> <u>N.J.A.C.</u> 6A:15-1.11 | |
| | <u>N.J.A.C.</u> 6A:23A-9.5 | Commissioner to ensure achievement of the Core Curriculum Content Standards |

STANDARDS OF PROFICIENCY (continued)

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

Abbott v. Burke, 149 N.J. 145 (1997) (Abbott IV)

Abbott v. Burke, 153 N.J. 480 (1998) (Abbott V)

Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)

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

Possible

| | | |
|---------------------------------|---------|---|
| <u>Cross References:</u> | *1120 | Board of education meetings |
| | *5113 | Absences and excuses |
| | *5120 | Assessment of individual needs |
| | *5124 | Reporting to parents/guardians |
| | *5125 | Pupil records |
| | 6000 | Concepts and roles in instruction |
| | *6010 | Goals and objectives |
| | *6140 | Curriculum adoption |
| | *6141 | Curriculum design/development |
| | *6146 | Graduation requirements |
| | *6146.2 | Promotion/retention |
| | *6171.1 | Remedial instruction |
| | *6171.3 | At-risk and Title 1 |
| | *6300 | Evaluation of the instructional program |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The Superintendent of Schools, 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 Superintendent of Schools, 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.

The parent/guardians must be made aware of the progress of their child, growth patterns and progress in relation to recognized standards.

The Superintendent of Schools shall have the right to review disputed grades and with board approval to adjust them.

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 including the Common Core State Standards in mathematics and language arts and literacy;
- B. Measure the needs and progress of individual pupils;
- 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 and federal 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, gender, affectional or sexual orientation, ancestry, national origin or social or economic status.

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the principal's

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)

office to the Superintendent of School's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the Superintendent of Schools shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

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 Paulsboro Board of Education shall employ the ranking procedures recommended by the National Association of Secondary School Principals. Rank in class is the position of any one pupil in a class the year of graduation or year of expected graduation, in relationship to all other pupils in the class based upon a computed grade point average cumulative to include semesters one through seven. Such ranking procedures shall take into account:

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

Adopted: 1994
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009

Key Words

Evaluation, Pupil Evaluation, Student Evaluation, Class Rank, Grading, Testing, Examinations

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
N.J.S.A. 18A:35-4.9 Pupil promotion and remediation, policies and procedures
N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:7-1.7 Equality in school and classroom practice
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments
See particularly:
N.J.A.C. 6A:8-1.3, -4.1, -5.1
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:32-7.1 Student Records

34 CFR 98 - Protection of Pupil Rights

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

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

Possible

Cross References: *1000/1010 Concepts and roles in community relations; goals and objectives

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)

| | |
|---------|---------------------------------------|
| *1120 | Board of education meetings |
| *5113 | Absences and excuses |
| *5120 | Assessment of individual needs |
| *5124 | Reporting to parents/guardians |
| *5125 | Pupil records |
| *5141.3 | Health examinations and immunizations |
| *6142.6 | Basic skills |
| *6146 | Graduation requirements |
| *6146.2 | Promotion/retention |
| *6147 | Standards of proficiency |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

CLASS SIZE

The Superintendent of Schools shall recommend for board approval the number of class sections for each course or grade level. He/she shall take into consideration such factors as student needs, curriculum requirements, types of instructional setting, district finances and space or equipment limitations.

Elective courses shall be reviewed by the board of education for approval based on class size.

Particular attention shall be paid to space-per-pupil requirements of the state department of education.

NJSBA Review/Update: December 2008, February 2016
Adopted: March 2009

Key Words

Class Size, Space-per-pupil Requirements

| | | |
|--------------------------|--|---|
| Legal References: | <u>N.J.S.A.</u> 18A:11-1 | General mandatory powers and duties |
| | <u>N.J.S.A.</u> 18A:54-20 | Powers of board (county vocational schools) |
| | <u>N.J.A.C.</u> 6A:8-2.1 | Authority for educational goals and standards |
| | <u>N.J.A.C.</u> 6A:14-4.7 | Program criteria: special class programs, secondary and vocational rehabilitation |
| | <u>N.J.A.C.</u> 6A:23A-9.5 | Commissioner to ensure achievement of the Core Curriculum Content Standards |
| | <u>N.J.A.C.</u> 6A:26-2.1 <u>et seq.</u> | Long-Range Facilities Plans |
| | <u>N.J.A.C.</u> 6A:32-8.2 | School enrollment |
| | <u>N.J.A.C.</u> 6A:32-8.3 | School attendance |

Possible

| | | |
|---------------------------------|---------|--------------------------------|
| <u>Cross References:</u> | 3240 | Tuition income |
| | *5118 | Nonresidents |
| | *5120 | Assessment of individual needs |
| | *5145.4 | Equal educational opportunity |
| | 6150 | Instructional arrangements |
| | *6171.4 | Special education |
| | *7110 | Long-range facilities planning |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

FIELD TRIPS

The Paulsboro 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.

The board of education shall consider field trips which are included in curriculum guides to have been approved in advance. All trips not listed in the curriculum guide must be individually approved by the board. Times and locations of field trips shall not be posted on any district web sites.

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.
- 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.

The board shall bear all expenses of field trips included in the curriculum guides. Parents/guardians shall be asked to bear the expense of all other excursions. No pupil is to be denied the right to participate because of inability to pay.

The Superintendent of Schools 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.

Attendance of Chaperone Spouses on Class Trips

It is the policy of the Paulsboro Board of Education that chaperones who supervise pupils on overnight class trips be certified employees of the board, in accordance with law.

FIELD TRIPS (continued)

Spouses of such chaperones shall be prohibited from going on school trips except as approved by the board upon recommendation of the building Principal and Superintendent.

Spouses who are approved to go on trips shall have no responsibility for the supervision of pupils except as designated by the Board of Education and such fact shall be made known to all chaperones and spouses prior to the trip.

All spouses who are approved to go on a class trip shall pay the full rate of their accommodation.

College Visitations by Teaching Staff

The Paulsboro Board of Education encourages the faculty and administration to assist pupils in their career planning. To that end, the Board has approved two days for college visitations and job seeking for high school pupils.

To further these ends, the Board of Education may approve distant visitations accompanied by a faculty member upon recommendation of the Principal and the Superintendent of Schools if such a visitation will contribute directly to the financial, educational or career opportunity of one or more Paulsboro High School pupils.

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 as approved by the students' physician. 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: 1994
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009

Key Words

Field Trips, Trips

| | | |
|--------------------------|--|---|
| Legal References: | <u>N.J.S.A.</u> 18A:25-2 | Authority over pupils |
| | <u>N.J.S.A.</u> 18A:36-21 through -23 | Field trips; costs to be borne by parents or guardians ... |
| | <u>N.J.S.A.</u> 18A:36-35 | School Internet web sites; disclosure of certain student information prohibited |
| | <u>N.J.S.A.</u> 18A:39-20.1 | 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.</u> 18A:40-12.3 through -12.4 | Self-administration of medication by pupils; conditions ... |
| | <u>N.J.S.A.</u> 18A:40-12.5 | Policy for emergency administration of epinephrine to public school pupils |
| | <u>N.J.S.A.</u> 18A:40-12.6 | Administration of epinephrine; primary responsibility; parental consent |
| | <u>N.J.A.C.</u> 6A:27-1.1 <u>et seq.</u> | Student transportation |

FIELD TRIPS (continued)

See particularly:
N.J.A.C. 6A:27-1.1(b),
-7.6, -11.1, -11.2

Rhodes v. Caldwell Board of Education, 1981 S.L.D. 140

Possible

| | | |
|---------------------------------|----------|--------------------------------|
| <u>Cross References:</u> | 1210 | Community organizations |
| | *1230 | School-connected organizations |
| | *3450 | Money in school buildings |
| | *3541.31 | Privately owned vehicles |
| | *5020 | Role of parents/guardians |
| | *5136 | Fund-raising activities |
| | *5141.21 | Administering medication |
| | *6145 | Extracurricular activities |
| | *6154 | Homework/makeup work |

*Indicates policy is included in the Critical Policy Reference Manual.

Regulation

FIELD TRIP PROCEDURE

- A. Teacher completes request form and forwards to principal assigned no later than two weeks prior to the trip (10 working days). Exception is all out of state trips, which require Board of Education approval, shall be forwarded to the board in a timely manner for their meeting. Teacher also submits a requisition to principal if necessary, for any required expenditures (i.e., admission fees). Overnight and out-of-state trips require parents/guardians to complete/notarize medical emergency information (obtainable from principal).
- B. Each principal will forward to the Transportation Supervisor three copies of the field trip request form.
- C. After review and indication of approval/disapproval, the Transportation Supervisor will return two copies of the field trip request form to the principal.
- D. The principal will then notify the teacher of approval/disapproval. If required, requisition is forwarded to the Business Office to obtain a purchase order. (Please allow five working days for processing.) The requisition should be marked "Field Trip" at the top in bold lettering and contain appropriate instructions to complete the purchase order prior to scheduled trip.
- E. Teacher sends permission slips home to parents/guardians and is responsible for making arrangements for children who are not permitted to go. All completed permission forms are returned to the principal's office to be placed on file. No child will be allowed to go on a trip without a permission slip signed by the parent/guardian.
- F. Teacher notifies school nurse if special arrangements are to be made for medication.
- G. Teacher notifies Cafeteria Manager of lunch arrangements.
- H. Principal reports the field trips taken each month to the Board of Education via the principal's monthly report.
- I. The teacher will complete the "bus roster" on the day of the field trip. One copy is to be submitted to the principal, one copy to the bus driver, and one copy to be filed in the teacher's academic file.

NOTE: FIELD TRIP REQUEST FORMS ARE OBTAINABLE IN THE PRINCIPAL'S OFFICE

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Policy

STUDENT ELIGIBILITY FOR FIELD TRIPS

Field trips are valuable supplemental activities which can significantly augment the effectiveness of classroom instruction. It should also be noted that participation in such activities is a privilege. Since the effectiveness of any trip as well as the safety of all participants is dependent upon good behavior and safety precautions, students must demonstrate their awareness of proper conduct, self-discipline and personal responsibility.

Groups on district approved trips represent not only themselves, but also the school and the community. Therefore, if students demonstrate the following unacceptable behavior or behaviors, they will be barred from participation in any and all field trips conducted during the school year including the senior trip.

- A. Record of chronic incidents of insubordination and/or uncooperative behavior;
- B. Record of either verbal or physical threats to staff members;
- C. Record of persistent cutting, truancy and/or lateness to class and/or school;
- D. Record of involvement in theft;
- E. Record of the possession and/or use of alcohol or drug;
- F. Record of vandalism or other forms of malicious mischief.

Appeals may be made to the principal who will render a decision within 48 hours. In the event that a field trip is a required part of the course, an alternate assignment will be made with no penalty assessed for the student's non-attendance on the trip.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Field Trips, Trips, Discipline

Legal References: N.J.S.A. 18A:25-2 Authority over pupils
N.J.S.A. 18A:37-1 et seq. Discipline of Pupils
N.J.A.C. 6A:16-7 et seq. Student Conduct

Possible

Cross References: *5113 Absences and Excuses
*5114 Suspension and Expulsion
*6153 Field Trips

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

HOMEWORK/MAKEUP WORK

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

Homework shall not be used for punitive reasons.

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

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

Incompletes

When a pupil does not complete work missed for absence or other reasons, he/she will receive an "incomplete" for the marking period. Pupils will be given a period determined by the Superintendent in conjunction with the teacher(s) not to exceed the end of the following marking period to make up the missed work. When the deadline is established the pupil and their parent/guardian will be notified in writing of the deadline for make up work submission.

If work critical to the pupil's understanding of the subject is not made up by the end of the next marking period, the grade for that subject area may be an "F."

If work is missing during the final marking period of the school year, the grade will be left to the discretion of the teacher. The teacher who has given an incomplete is responsible for reporting to the pupil the work he/she has missed and citing the consequences mentioned above.

NJSBA Review/Update: December 2008, February 2016
Adopted: March 2009

Key Words

Homework, Makeup Work

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

Possible

Cross References: 1320 Participation in out of school community activities
*1322 Contests for pupils
*5020 Role of parents/guardians
*5113 Absences and excuses
*5124 Reporting to parents/guardians

HOMEWORK/MAKEUP WORK (continued)

- *6145 Extracurricular activities
- *6153 Field trips
- 6174 Summer school

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

INSTRUCTIONAL PLANNING/SCHEDULING

The Superintendent of Schools and staff shall keep abreast of developing technologies and teaching methodologies, investigating those likely to be of benefit to district pupils, and recommending them for board consideration.

The board recognizes that district pupils vary in learning styles and in ability. Therefore, the Superintendent of Schools shall ensure that teaching staff adapt their instructional methods and arrangements to meet identified pupil needs and encourage maximum individual progress.

The Superintendent of Schools shall ensure that district personnel, time and facilities are used in such a way as to provide the most favorable learning environment for all pupils, thus fostering achievement of district goals, objectives and standards.

Because the board believes that pupils can learn better and faster when the skills learned in one discipline are integrated into another, programs, projects and units of study shall be encouraged that require the use of reading, writing and mathematics skills in conjunction with other areas of study, such as music, art, science, etc. The board also encourages programs that call on various skill levels of several grades in one discipline, such as musical presentations, science fairs, and other similar efforts.

Every effort should be made to further district affirmative action/equity goals in developing instructional arrangements.

The board directs that instruction be planned and scheduled in such a way that there is minimum disruption of the school day, including movement between classes and conflicting activities.

Nonpublic School Pupils

Required instructional services shall be delivered to nonpublic school pupils in facilities that are acceptable and convenient to staff and students.

NJSBA Review/Update: December 2008, February 2016
Adopted: March 2009

Key Words

Instructional Planning, Instructional Scheduling, Scheduling

| | | |
|--------------------------|--|---|
| Legal References: | <u>N.J.S.A.</u> 18A:33-1 | District to furnish suitable facilities; adoption of courses of study |
| | <u>N.J.S.A.</u> 18A:46-19.5 | Consent of parent or guardian; location of provision of services |
| | <u>N.J.S.A.</u> 18A:46A-5 | Consent of parent or guardian; location |
| | <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> | Standards and Assessments |
| | <u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u> | Special Education |
| | <u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u> | Bilingual Education |
| | <u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u> | Operation and Maintenance of Facilities |
| | <u>Agostini v. Felton</u> , 521 <u>U.S.</u> 203 (1997), overruling <u>Aguilar v. Felton</u> , 473 <u>U.S.</u> 402 (1985) | |

INSTRUCTIONAL PLANNING/SCHEDULING (continued)

Possible

| | | |
|---------------------------------|------------|--|
| <u>Cross References:</u> | *2224 | Nondiscrimination/affirmative action |
| | *4113/4114 | Assignment; transfer |
| | *5145.4 | Equal educational opportunity |
| | *5200 | Nonpublic school pupils |
| | *6010 | Goals and objectives |
| | 6130 | Organizational plan |
| | 6141.4 | Independent study |
| | *6142.2 | English as a second language; bilingual/bicultural |
| | *6151 | Class size |
| | 6152 | Grouping |
| | *6171.2 | Gifted and talented |
| | *6171.4 | Special education |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

INSTRUCTIONAL SERVICES AND RESOURCES

The board believes that personnel and materials appropriate to the needs of the school program must be available to each pupil and teacher.

To be in compliance with the requirements of federal law, the Board of Education directs the Superintendent of Schools to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence of such materials is ensured among the schools. Staff assignments shall comply with this directive.

When a school fails to achieve adequate yearly progress as defined by the state for two consecutive years, all provisions in federal law shall be followed.

The board will endeavor to provide the supportive resources and personnel necessary for teachers to implement the approved curriculum in their classrooms and work effectively with children.

It will be the administration's responsibility to set up and maintain such central services for curriculum materials, including audiovisual materials, as are needed, and appropriate channels through which teachers and pupils will be supplied with these resources.

In addition, there will be a media resource center and media specialist to offer children instruction and teachers assistance in selecting and using learning resources.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Instructional Services, Instructional Resources

Legal References: N.J.S.A. 18A:34-1 Textbooks; selection; furnish free with supplies; appropriations
N.J.A.C. 6A:7-1.4 et seq. Responsibilities of the district board of education
N.J.A.C. 6A:8-2.1 Authority for educational goals and standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

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

Possible

Cross References: *3220/3230 State funds; federal funds
*4113/4114 Assignment; transfer
*4213/4214 Assignment; transfer
*5145.4 Equal educational opportunity
*6121 Nondiscrimination/affirmative action
*6141 Curriculum design/development
*6142.2 English as a second language; bilingual/bicultural
*6161.1 Guidelines for evaluation and selection of instructional materials
*6171.3 At-risk and Title 1

INSTRUCTIONAL SERVICES AND RESOURCES (continued)

*6171.4 Special education

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

GUIDELINES FOR EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

The Paulsboro Board of Education believes that textbooks should support and enrich the curriculum and make possible the achievement of the district's instructional goals. The Superintendent of Schools shall develop procedures for continual review of new texts being offered and evaluation of those already in use to ensure that the textbooks used in this district are up to date in the factual matter they present and further the district's instructional goals. Textbooks and instructional materials should be judged by additional standards which shall include, but not be limited to:

- A. Does the material reflect the district's affirmative action/equity policy, which prohibits the teaching or encouragement of bias based on any categories listed in law or board policy?
- B. Does it help pupils develop abilities in critical reading and thinking?
- C. Does it provide effective basic or advanced education for the pupils for whom it is intended?

The review process shall:

- A. Be conducted by teaching staff members, particularly those teachers who will be using the materials as an integral part of the instructional program;
- B. Include a written review of the material which shall reflect the consensus of the teaching staff;
- C. Provide an opportunity for public inspection of the recommended text.

The Superintendent of Schools shall develop administrative rules outlining a procedure for the selection of instructional materials that meets the above criteria. Instructional materials used within the district should be sufficient in quantity and scope to meet the needs of every pupil in the district.

The board, by law, makes the final textbook selection decision. However, prior to final adoption, the recommendations resulting from each review will be given thorough consideration.

Any citizen who objects to the final selections made by the board should follow the procedures outlined in regulation 6161.2 Complaints regarding instructional materials.

Animal Dissection

Animal dissection is not required and alternative education to be provided:

The board, by law, will allow pupils to refuse to participate in animal dissection.

- A. The board will offer an alternate education program for a course or portion of a course involving dissection of animals.
- B. A public school pupil from kindergarten through grade 12 may refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

**GUIDELINES FOR EVALUATION AND SELECTION
OF INSTRUCTIONAL MATERIALS** (continued)

1. "Alternative education project" means the use of video tapes, models, films, books, computers, or any other tools which provide an alternative method for obtaining and testing the knowledge, information, or experience required by a course of study.
 2. "Animal" means any living organism that is an invertebrate, or is in the phylum chordata or organisms which have a notochord and includes an animal's cadaver or severed parts of an animal's cadaver.
- C. The school shall notify pupils and their parents or guardians at the beginning of each school year of the right to decline to participate in the activities enumerated in subsection a. of this section and shall authorize parents or guardians to assert the right of their children to refuse to participate in these activities. Within two weeks of the receipt of the notice, the pupils, parents or guardians shall notify the school if the right to decline participation in the enumerated activities will be exercised.
- D. Any pupil who chooses to refrain from participation in or observation of a portion of a course of instruction in accordance with this section shall be offered an alternative education project for the purpose of providing the pupil with the factual knowledge, information or experience required by the course of study. A pupil may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal or animal parts.
- E. A pupil shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

Adopted: 1994
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009

Key Words

Evaluation, Instructional Materials, Selection of Instructional Materials, Evaluation of Instructional Materials

Legal References: N.J.S.A. 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:34-1 Textbooks; selection; furnished free with supplies; appropriations
N.J.S.A. 18A:35-1 et seq. Curriculum and Courses
N.J.S.A. 18A:35-4.25 Districts to provide an alternate to dissection
N.J.A.C. 6A:7-1.4 Responsibilities of the district board of education
N.J.A.C. 6A:23A-20.4 et seq. Ownership and storage of textbooks
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Comprehensive Equity Plan, State Department of Education

Possible

Cross References: *1312 Community complaints and inquiries
 *2224 Nondiscrimination/affirmative action
 *5145.4 Equal educational opportunity
 6000 Concepts and roles in instruction
 *6010 Goals and objectives
 *6121 Nondiscrimination/affirmative action
 *6140 Curriculum adoption
 *6141 Curriculum design/development

GUIDELINES FOR EVALUATION AND SELECTION
OF INSTRUCTIONAL MATERIALS (continued)

- *6142.1 Family life education
- *6144 Controversial issues
- *6161.2 Complaints regarding instructional materials
- *6163.1 Media center/library

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS

The Paulsboro Board of Education recognizes that opinions may differ on the appropriateness of any given instructional materials and equipment. Occasionally an individual or group may find instructional materials used in the schools that conflict with their views. Any resident of this district shall have the right to present a request, suggestion or complaint in reference to the physical plant, playgrounds, subject matter or instructional materials.

The Superintendent of Schools shall develop procedures to give careful consideration to such requests, suggestions or complaints. These procedures shall provide that:

- A. All such requests, suggestions or complaints shall be submitted in writing;
- B. Whenever possible the process be initiated and solved at the lowest effective level;
- C. District response should be courteous and prompt;
- D. Successive steps of appeal and mechanisms for review are available when necessary.

The use of challenged materials or equipment by class or school shall not be restricted until a final decision has been reached.

The final decision on controversial reading matter shall rest with the board after careful examination and discussion of the book or reading matter with school officials or others the board may wish to involve.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Instructional Materials, Complaints Regarding Instructional Materials, Complaints, Censorship

Legal Reference: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

Board of Education Island Trees U.F.S.D. v. Pico, 457 U.S. 853 (1982)

Possible

Cross References: *1312 Community complaints and inquiries
2220 Representative and deliberative groups
*6144 Controversial issues
*6161.1 Guidelines for evaluation and selection of instructional materials

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

GUIDELINES PERTAINING TO OVERDUE, DAMAGED OR
LOST INSTRUCTIONAL MATERIALS

The Board of Education believes that children should learn to respect property and develop feelings of pride in community institutions. The board of education further believes that the loan of textbooks, library books and other instructional materials to pupils is necessary for a successful educational program. The board charges each student in the schools of this district with responsibility for the proper care of school property and the school supplies and equipment entrusted to his or her use.

In accordance with law, students who cause damage to school property shall be subject to disciplinary measures, and their parents shall be financially liable for such damage. Where the damage to district property has been caused by a minor not a pupil of this district, the board will hold liable for the amount of the damage the parent or guardian having legal custody and control of the minor responsible for the damage.

The board authorizes the imposition of fines for the loss, damage, or defacement of textbooks and school owned instructional materials. Students will be required to reimburse the public school district for damaged or lost textbooks and/or other school owned instructional materials.

The Superintendent shall develop appropriate sanctions to implement this policy.

The same policy will be applied to nonpublic school pupils to whom textbooks are loaned.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Damage, Vandalism, Lost, Stolen

| | | |
|---------------------------------|--|--|
| <u>Legal References:</u> | <u>N.J.S.A.</u> 18A:34-1 | Textbooks; selection; furnished free with supplies; Appropriations |
| | <u>N.J.S.A.</u> 18A:34-2 | Care and keeping of textbooks and accounting |
| | <u>N.J.S.A.</u> 18A:37-3 | Liability of parents or guardian of minor for damage to property |
| | <u>N.J.S.A.</u> 18A:58-37.3 | Purchase and loan of textbooks |
| | <u>N.J.A.C.</u> 6A:7-1.4 | Responsibilities of the district board of education |
| | <u>N.J.A.C.</u> 6A:23A-20.1 <u>et seq.</u> | Purchase and loan of textbooks |

Possible

| | | |
|---------------------------------|---------|-------------------------------------|
| <u>Cross References:</u> | *3250 | Income from fees, fines and charges |
| | *3453 | School activity funds |
| | *5131 | Conduct and discipline |
| | *5131.5 | Vandalism/violence |
| | *5200 | Nonpublic school students |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

COMMUNITY RESOURCES

The Paulsboro Board of Education encourages citizen assistance to school personnel in ways that will enhance the school program. The board will draw on the knowledge and opinions of the community in developing mandated policies and programs in compliance with statute and administrative code, and to aid in meeting the district's identified needs. Volunteers shall be designated by and serve at the discretion of the Superintendent or designee. They will be supervised by the appropriate certified professional staff member to whom they are assigned and under no circumstances will citizen volunteers provide the direct instruction of pupils.

The Board of Education encourages local businesses and individual residents who are especially qualified because of training, experience or interest to take an active part in the district's educational programs. Those persons and representatives of businesses identified by the chief school administrator and the staff and approved by the board may be invited to act as advisors in groups or individually in appropriate circumstances and situations.

The district shall also take advantage of the physical and financial resources of the community and of organizations including businesses when such facilities or locations provide learning and enrichment opportunities not otherwise available to our pupils. Pupil safety shall be a primary concern in making use of such resources.

Citizen volunteers carrying out prescribed functions under the supervision of designated professional staff members shall be covered by the board's liability insurance policy.

Principals shall maintain the following information on file:

- A. A roster of all parent/guardian volunteers serving in the building;
- B. The category of activity in which they will be engaged, time and date present in the building;
- C. The certified professional staff member responsible for their supervision;
- D. A brief description of the roles and responsibilities of each category of parent/guardian volunteer serving in his/her building;
- E. A record of the fulfillment of medical and legal requirements as prescribed by New Jersey statute;

In accordance with law, the administration shall identify and establish working relationships with licensed community agencies that are involved in evaluation and treatment of drug/alcohol problems.

Appropriate recognition of parent/guardian volunteer services shall be made annually.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Community Resources, Resources, Volunteers

COMMUNITY RESOURCES (continued)

| | | |
|--------------------------|--|---|
| Legal References: | <u>N.J.S.A.</u> 18A:11-1 | General mandatory powers and duties |
| | <u>N.J.S.A.</u> 18A:54-20 | Powers of board (county vocational schools) |
| | <u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u> | Programs to Support Student Development |
| | <u>See particularly:</u> | |
| | <u>N.J.A.C.</u> 6A:16-4.1,-4.2 | |
| | <u>N.J.A.C.</u> 6A:30-1.4 | Evaluation process for the annual review |

Possible

| | | |
|--------------------------|------------|---|
| Cross References: | *1000/1010 | Concepts and roles in community relations; goals and objectives |
| | 1210 | Community organizations |
| | *1220 | <u>Ad hoc</u> advisory committees |
| | *1410 | Local units |
| | *1600 | Relations between other entities and the district |
| | *3280 | Gifts, grants and bequests |
| | *4222 | Non-instructional aides |
| | *5131.6 | Drugs, alcohol, tobacco (substance abuse) |
| | *6142.1 | Family life education |
| | *6142.2 | English as a second language; bilingual/bicultural |
| | *6142.13 | HIV prevention education |
| | *6153 | Field trips |
| | 6164.6 | Tutoring |
| | *6171.2 | Gifted and talented |
| | *6171.3 | At-risk and Title 1 |
| | *6171.4 | Special education |
| | 9420 | Recognition of individuals--citizens, pupils, staff members or members of board |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

RESEARCH

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 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 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.

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

RESEARCH (continued)

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.

NJSBA Review/Update: December 2008, February 2016
 Adopted: March 2009

Key Words

Pupil Privacy, Research, Surveys

Legal References: N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students

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

Possible

Cross References:

| | |
|---------|---|
| *1140 | Distribution of materials by pupils and staff |
| 1315 | Distribution of materials to pupils and staff |
| 4132 | Publications/materials |
| *5020 | Role of parents/guardians |
| *5124 | Reporting to parents/guardians |
| *5125 | Pupil records |
| *5141.3 | Health examinations and immunizations |
| *6147.1 | Evaluation of individual student performance |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

MEDIA CENTER/LIBRARY

The Paulsboro Board of Education believes that a school's library-media center shall enrich and support the educational programs of the school. The media center shall provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The district's media centers shall contain a wide range of materials on all levels of difficulty, appealing to diverse tastes, and presenting different points of view. Every pupil shall have access to a media collection containing materials appropriate to age level, interests and courses of study.

The Superintendent has final responsibility for the selection of media center materials by professionally trained personnel--media specialists, teachers, principals and supervisors. Requests from faculty and pupils shall be given consideration.

In selecting materials to recommend for purchase, the media specialist shall evaluate the existing collection and consult reputable, unbiased, professionally prepared selection aids, and specialists from all departments and/or all grade levels.

In addition to standard book materials, the board shall provide for the use of a wide variety of audiovisual materials and equipment to enhance the curriculum.

The media centers shall offer a continuous program of instruction in library and study skills, preparing pupils for independent use of learning resources and for development of reading, listening and viewing abilities and tastes.

The Superintendent shall develop and present for board approval a media center/library program to provide necessary space, personnel and material to implement this policy.

The board further states that a library-media center should provide:

- A. Materials that will enrich and support the Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
- B. Materials that will stimulate growth in factual knowledge, library appreciation, aesthetic values, and ethical standards.
- C. Materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- D. Materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media.
- E. A background of information which will enable pupils to make intelligent judgments in their daily life.

Realizing that the school board is responsible for all matters related to the operation of the Paulsboro Schools, the board delegates the responsibility for the selection of instructional material to the professionally trained

MEDIA CENTER/LIBRARY (continued)

personnel of the system.

Adopted: 1994
NJSBA Review/Update: December 2008
Readopted: March 2009

Key Words

Library, Media Center, Audiovisual Materials

Legal References: N.J.A.C. 6A:9B-12.14 School library media specialist
N.J.A.C. 6A:9B-12.15 Associate school library media specialist

Board of Education Island Trees U.F.S.D. v. Pico, 457 U.S. 853 (1982)

Possible

Cross References: *1312 Community complaints and inquiries
*6161.1 Guidelines for evaluation and selection of instructional materials
*6161.2 Complaints regarding instructional materials

*Indicates policy is included in the Critical Policy.

Policy

INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION PUPILS

The Paulsboro Board of Education shall provide a program of 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 Superintendent of Schools shall prepare procedures to:

- A. Identify learning, behavior and health difficulties of students;
- B. Collect thorough information on the identified learning, behavior and health difficulties;
- C. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral plan and services;
- D. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior and health difficulties;
- E. Provide support, guidance and professional development to school staff who identify learning, behavior and health difficulties and refer pupils and to school staff who participate in planning and providing intervention and referral services;
- F. Actively involve parents/guardians in the development and implementation of intervention and referral plans;
- G. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plan;
- H. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
- I. Maintain records of all requests for assistance and all intervention and referral services plans in accordance with federal and state law and regulation;
- J. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan and modify each plan to achieve the outcomes as appropriate; and
- K. 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 Superintendent of Schools shall report to the board on their implementation.

NJSBA Review/Update: December 2008, February 2016
Adopted: March 2009, June 2016
Revised:

INTERVENTION AND REFERRAL SERVICES FOR GENERAL
EDUCATION PUPILS (continued)

Key Words

Pupil Assistance Committee, Intervention and Referral Services for General Education Pupils

Legal Reference: N.J.A.C. 6A: 16-8.1 et seq. Intervention and Referral Services

Possible

Cross References: *6164.4 Child study team
*6172 Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

GUIDANCE SERVICES

A guidance program shall be incorporated into the district's educational program to aid pupils in making informed and responsible decisions and in using effective decision-making processes. The guidance program shall be developed and coordinated by the Superintendent of Schools in consultation with teaching staff members he/she has identified as possessing necessary skills and abilities, to help pupils acquire the insights and knowledge they need to become autonomous, mature members of adult society in a democratic nation.

The purpose of the guidance program shall be to help pupils in learning to make their own decisions concerning life's many choices--personal, educational, and career/vocational.

The guidance program shall provide, as fully as possible, the information needed to make the best decisions concerning the pupil's educational program. Such information shall include facts such as test scores, grades and educational history. Pupil records may also include anecdotes, but shall not carry judgments, opinions and other advice.

Pupils shall be encouraged to avail themselves of the help of the guidance department's personnel. The guidance department in the high school shall encourage the visits of educational and occupational representatives, including military recruiters. The administration shall have a positive attitude toward granting permission to seniors to visit schools, colleges and places of employment during school time. Pupils must have prior approval of the guidance department for the scheduled visit.

Pupils shall be aided in finding part-time jobs when in school, and permanent employment upon graduation.

Guidance services shall include establishment of a referral system that guards the privacy of the pupil and monitors the efficacy of such referrals, when district resources are not sufficient, as in drug or alcohol counseling.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Guidance Services

Legal References: N.J.S.A. 18A:35-4.2 Career development program
N.J.S.A. 18A:36-19 Pupil records; creation, maintenance and retention, security and access; regulations; nonliability
N.J.S.A. 18A:36-19.1 Military recruiters; access to schools and student information directories
N.J.S.A. 18A:38-36 Employment certificates to part-time pupils; revocation
N.J.S.A. 18A:46-5.1 Basic child study team services; provision by boards of education and state operated programs
N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
See particularly:

GUIDANCE SERVICES (continued)

| | |
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| <u>N.J.A.C.</u> 6A:8-3.2 | |
| <u>N.J.A.C.</u> 6A:9B-12.2 | Substance awareness coordinator |
| <u>N.J.A.C.</u> 6A:9B-12.7 | Director of school counseling services |
| <u>N.J.A.C.</u> 6A:9B-12.8 | School counselor |
| <u>N.J.A.C.</u> 6A:14-3.4 | Evaluation |
| <u>N.J.A.C.</u> 6A:16-4.1 | Adoption of policies and procedures for the intervention of student alcohol and other drug abuse |
| <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> | Evaluation of the Performance of School Districts |
| <u>N.J.A.C.</u> 6A:32-7.1 <u>et seq.</u> | Student Records |
| <u>N.J.A.C.</u> 6A:32-12.2 | Guidance and counseling |

Possible

| | | |
|---------------------------------|----------|---|
| <u>Cross References:</u> | 5000 | Concepts and roles in pupil personnel |
| | 5010 | Personal goals and objectives for pupils |
| | *5020 | Role of parents/guardians |
| | *5113 | Absences and excuses |
| | *5114 | Suspension and expulsion |
| | *5120 | Assessment of individual needs |
| | *5124 | Reporting to parents/guardians |
| | *5125 | Pupil records |
| | *5131 | Conduct/discipline |
| | *5131.6 | Drugs, alcohol, tobacco (substance abuse) |
| | *6142.12 | Career education |
| | *6145 | Extracurricular activities |
| | *6146 | Graduation requirements |
| | *6164.4 | Child study team |
| | *6171.1 | Remedial instruction |
| | *6171.2 | Gifted and talented |
| | *6171.4 | Special education |
| | *6172 | Alternative educational programs |
| | *6173 | Home instruction |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

CHILD STUDY TEAM

The Paulsboro Board of Education shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The Superintendent of Schools 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 complete evaluations of pupils are necessary, the Superintendent of Schools 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., 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 shall consist of a physical examination, a psychological examination, an educational examination, a social case study, and 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 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 that 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 or for 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.

CHILD STUDY TEAM (continued)

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: 1994
 NJSBA Review/Update: December 2008
 Readopted: March 2009

Key Words

Child Study Team, Referrals, Disaffected Pupils, Disruptive Pupils, Disaffected Students, Disruptive Students

Legal References: N.J.S.A. 18A:46-3.1 Regional consultants for hearing impaired; appointment; duties
N.J.S.A. 18A:46-5.1 Basic child study team services; provision by boards of education and state operated programs
N.J.S.A. 18A:46-5.2 Participation by parent or guardian
N.J.A.C. 6A:9B-12.5 School social worker
N.J.A.C. 6A:9B-12.6 Speech-language specialist
N.J.A.C. 6A:9B-12.7 Director of school counseling services
N.J.A.C. 6A:9B-12.8 School counselor
N.J.A.C. 6A:9B-12.9 School psychologist
N.J.A.C. 6A:9B-12.10 Learning disabilities teacher-consultant
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

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

Possible

Cross References: *4111 Recruitment, selection and hiring
 *5114 Suspension and expulsion
 *5120 Assessment of individual needs
 *5131 Conduct/discipline
 *5200 Nonpublic school pupils
 *6010 Goals and objectives
 *6146.2 Promotion/retention
 *6164.2 Guidance services
 *6171.4 Special education
 *6172 Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

SPECIAL INSTRUCTIONAL PROGRAMS

The regular curriculum of the district's schools is designed to accomplish the district's educational goals and objectives for a thorough and efficient system of education for all pupils.

When necessary, the regular program shall be altered or supplemented or other means used to provide for the identified needs of the following pupils:

- A. The classifiable educationally disabled
- B. The gifted and talented
- C. Those requiring compensatory or remedial programs
- D. The disaffected and alienated
- E. Pregnant pupils
- F. Pupils requiring home instruction
- G. The physically disabled
- H. Those with limited English proficiency
- I. The disruptive

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Special Instructional Programs

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
N.J.S.A. 18A:35-15
through -26 Bilingual Education Programs
N.J.S.A. 18A:46-1 et seq. Classes and Facilities for Handicapped Children
N.J.S.A. 18A:46A-1 et seq. Auxiliary services
N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:15-1.1 et seq. Bilingual Education
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

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

Possible

SPECIAL INSTRUCTIONAL PROGRAMS (continued)

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|---------------------------------|---------|--|
| <u>Cross References:</u> | *6142.2 | English as a second language; bilingual/bicultural |
| | *6171.1 | Remedial instruction |
| | *6171.2 | Gifted and talented |
| | *6171.3 | At-risk and Title 1 |
| | *6171.4 | Special education |
| | *6172 | Alternative educational programs |
| | *6173 | Home instruction |
| | 6174 | Summer school |
| | *6178 | Early childhood education/preschool |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

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 Superintendent of Schools. 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.

An individual student improvement plan (ISIP) shall be developed for each pupil who performs below state minimum levels of proficiency after completion of three academic years of instruction beyond kindergarten. Procedures for development, implementation and evaluation of the ISIP shall include designation of responsible staff and notification of the pupil and his/her parents/guardians of the need for and content of the ISIP in the language or mode of communication understood by them.

All parents/guardians shall be notified in writing of a pupil's need for a 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 Superintendent of Schools 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: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Remedial Instruction, Compensatory Instruction, Supplemental Instruction, Remedial Education

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

Possible
Cross References: *4138.2 Private tutoring

REMEDIAL INSTRUCTION (continued)

- *5120 Assessment of individual needs
- *6141 Curriculum design/development
- *6142 Subject fields
- *6142.6 Basic skills
- *6146 Graduation requirements
- *6146.2 Promotion/retention
- *6147 Standards of proficiency
- *6171.3 At-risk and Title 1

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

GIFTED AND TALENTED

The Superintendent of Schools shall develop and the board shall approve criteria for identifying all gifted and talented students in kindergarten through grade 12. Gifted and talented students shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the Core Curriculum Content Standards. Programs shall provide educational challenges to students identified as gifted and talented and shall be reviewed annually.

Such programs shall be designed in terms of the individual learning styles of each student as well as the capacity of a gifted student to create concepts, respond to stimuli in a unique and creative manner, develop higher levels of thinking and influence the behavior of others.

“Gifted and talented students” shall mean those exceptionally able students who possess or demonstrate higher levels of ability in one or more content areas, when compared to their chronological peers in the local district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

Because early discovery of a gift or talent is important, it is essential that the identification of these students be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children.

The Superintendent of Schools shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

He/she shall devise indicators of achievement to evaluate success of each program presented to the board for adoption.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Gifted, Talented

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|--------------------------|---|---|
| Legal References: | <u>N.J.S.A.</u> 18A:35-4.15 through -4.16 | Legislative findings and declarations; chess instruction for second-grade pupils in gifted and talented and special education programs ... |
| | <u>N.J.S.A.</u> 18A:61C-1 | Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope |
| | <u>N.J.S.A.</u> 18A:61C-4 | Program providing college credit courses for high school students on high school campuses; establishment |
| | <u>N.J.A.C.</u> 6A:8-1.3 | Definitions |
| | <u>N.J.A.C.</u> 6A:8-3.1 | Curriculum and instruction |
| | <u>N.J.A.C.</u> 6A:8-3.3 | Enrollment in college courses |
| | <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> | Evaluation of the Performance of School Districts |

GIFTED AND TALENTED (continued)

Possible

- Cross References:** *1600 Relations between other entities and the district
*6010 Goals and objectives
*6121 Nondiscrimination/affirmative action
*6171 Special instructional programs

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

AT-RISK AND TITLE 1

The Paulsboro Public School District shall comply with all state and federal requirements in developing, implementing, administering and evaluating funded compensatory education programs and programs for pupils determined to be at risk.

Such instructional services and activities shall be designed to improve the level of proficiency in reading, writing, mathematics and other skills of pupils, whose academic, social or environmental needs prevent them from succeeding in regular school programs, and to prevent their regression in such skills when regular programs are not in session. Parents/guardians shall be kept informed of their children's progress and shall be invited to consult with staff on ways to give their children the maximum benefits of such programs.

At least once annually, a public meeting shall be held for the express purpose of informing parents/guardians of the programs and activities provided with Title 1 funds. The agenda shall include:

- A. Informing parents/guardians of their right to consult in the design and implementation of the Title 1 project;
- B. Providing parents/guardians with information about the Title 1 law, regulations and instructional programs;
- C. Soliciting parents/guardians' input about basic skills improvement programs and related activities;
- D. Providing parents/guardians an opportunity to establish mechanisms for maintaining ongoing communication among parents/guardians, staff, and the board.

The parents/guardians of all eligible children shall be invited to attend.

In order to encourage attendance at this/these meetings, incentives of nominal value can be provided.

Mandated Policy Statements in Addition to Parent Consultation

- A. Comparability of personnel

To be in compliance with the requirements of federal law the Board of Education of Paulsboro School District (4020) directs the Superintendent of Schools to assign teachers, administrators, and auxiliary personnel to the schools in such a way that equivalence of personnel is ensured among the schools.

- B. Comparability of materials and supplies

To be in compliance with the requirements of federal law the Board of Education of Paulsboro School District (4020) directs the Superintendent of Schools to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence is ensured among the schools.

- C. Supplement not supplant

AT-RISK AND TITLE 1 (continued)

The Paulsboro School District shall use Title 1 funds only to supplement and to the extent practical increase the level of funds that would, in the absence of Title 1 funds, be made available for the education of pupils participating in Title 1 or state compensatory education projects. In no case shall Title 1 funds be used to supplant those non-Title 1 or nonstate compensatory education funds.

D. Maintenance of effort

The board of education will maintain a combined fiscal effort per pupil or aggregate expenditures of state and local funds with respect to the provision of the public education for the preceding fiscal year that is not less than the required amount of the combined fiscal effort per pupil or the aggregate expenditures for the second preceding fiscal year.

Eligibility for State and Federal Funds

The Superintendent of Schools shall ensure that all requirements for receiving state and federal funds shall be fulfilled in an accurate and timely manner.

Control over such funds and title to all equipment and supplies purchased with such funds shall remain with the board of education. Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with the law.

General

The Superintendent of Schools shall direct appropriate administrative personnel to pursue vigorously all possible sources of funding, either state or federal, that support such compensatory services, and shall keep abreast of all changes in the law which restrict or expand the district's use of state or federal funds.

Programs especially designed for migrant children shall be provided as necessary.

Adopted: February 16, 2005
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009
 Readopted: January 2013
 Revised:

Key Words

State/Federal Funds, Federal Funds, Compensatory Instruction, Basic Skills, Maintenance of Effort, Supplement not Supplant, Comparability, At-risk Pupils

Legal References: N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
N.J.S.A. 18A:59-1
 through -3 Apportionment and distribution of federal funds; exceptions
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

42 U.S.C.A. 2000d - 2000d4 - Title VI of the Civil Rights Act of 1964

Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988, (Pub. L. No. 100-297) amending Elementary and Secondary Education Act of 1965.

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

Manual for the Evaluation of Local School Districts

AT-RISK AND TITLE 1 (continued)

Possible

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| <u>Cross References:</u> | *3220/3230 | State funds; federal funds |
| | *3514 | Equipment |
| | *5120 | Assessment of individual needs |
| | *5200 | Nonpublic school pupils |
| | *6122 | Articulation |
| | *6141 | Curriculum design/development |
| | *6142.2 | English as a second language; bilingual/bicultural |
| | *6142.6 | Basic skills |
| | *6171.1 | Remedial instruction |
| | *6171.4 | Special education |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

SPECIAL EDUCATION

In compliance with State Department of Education interpretation of the administrative code on special education, the board adopts the following policies on providing educational and related services to pupils identified as having educationally disabling conditions as defined in federal and state law.

- A. Exemption of educationally disabled pupils from the high school graduation requirements according to N.J.A.C. 6A:14-4.11

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. By the year specified in code, the board shall ensure that all pupils with disabilities participate in statewide assessments with appropriate accommodations or modifications, as determined by the pupil's IEP. If the nature of the pupil's disability is so severe that the pupil is not receiving instruction in any of the knowledge and skills measured by the statewide assessment and the pupil cannot complete any of the questions on the assessment in a subject area with or without accommodations, the pupil shall participate in a locally determined assessment of pupil progress.

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 alternative high school assessment (AHSA).

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.

- B. 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. 6A:32-7.1.

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

SPECIAL EDUCATION (continued)

class. Pupil records shall be maintained in accordance with N.J.A.C. 6A:32-7.4.

- C. Compilation, maintenance, access to and confidentiality of pupil records according to N.J.A.C. 6A:32-7.4 through –6.6.

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:

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. NOTE: YOUR GENERAL POLICY ON PUPIL RECORDS SHOULD BE INCLUDED IN THE MATERIAL YOU SUBMIT TO THE COUNTY OFFICE.

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

The superintendent of schools shall prepare written procedures for identifying those pupils ages three through 21, including pupils attending nonpublic schools, who reside within the district and may be educationally disabled, who are not receiving special education and/or related services as required. 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.

Activities to undertaken to locate nonpublic school students with disabilities shall be comparable to activities undertaken to locate public school students with disabilities. In addition, the board shall consult with appropriate representatives of nonpublic students on how to carry out these activities.

The board 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:

1. Criteria by which to identify the potentially disabled;
2. Utilizing strategies identified through intervention and referral services (N.J.A.C. 6A:16-8);
3. Criteria for staff referral for evaluation of students;
4. Evaluation criteria for the determination of eligibility for special education and related services; and
5. Require the participation of staff, parents/guardians and appropriate agencies.

SPECIAL EDUCATION (continued)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 dealing with:

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 fourteen categories of disability described in the administrative code, and the disability adversely affects the pupil's educational performance.

The superintendent of schools shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the 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.

E. Provision of full educational opportunity to educationally disabled pupils

The board of education is responsible for providing a free and appropriate 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 goal of the board's special education program is to provide full educational opportunity to all educationally disabled resident pupils ages three through 21, 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 superintendent of schools 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 superintendent of schools 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.

F. 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

SPECIAL EDUCATION (continued)

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. 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.

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

1. The board shall provide written notice no later than 15 calendar days after making a determination;
2. The board 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 superintendent of schools shall develop and present to the board for review and adoption procedures for:

1. Giving notice to parents/guardians 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 of their right to appeal and their rights in regard to low-cost legal counsel and fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. 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;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.
5. Particularly, 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.

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.

No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP.

- G. Provision of special services to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate

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.

SPECIAL EDUCATION (continued)

When instruction in health, industrial arts, fine 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.

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 the administrative code.

H. Determination of eligibility according to N.J.A.C. 6A:14-2.3(k)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.

I. The individualized education program for each educationally disabled pupil shall be developed in accordance with the provisions of the administrative code, at N.J.A.C. 6A:14-2.3(k) and N.J.A.C. 6A:14-3.7.

The board shall ensure that an IEP is in effect for every pupil in the district who is receiving special education and related services.

A written individualized education program shall be developed and implemented for each classified pupil and, 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.

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 superintendent of schools/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.

SPECIAL EDUCATION (continued)

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.

1. No more than 90 calendar days after parental consent has been received shall be allowed for 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.
2. 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.

J. 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 D of this policy.

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. 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. The superintendent of schools 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. Mediation when disputes arise during any stage of the special education process which 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;
4. Ensuring what 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.

K. Placement of educationally disabled pupils in the least restrictive environment according to N.J.A.C. 6A:14-4.2

SPECIAL EDUCATION (continued)

Educational placement decisions made for each disabled pupil shall always be, insofar as possible, in the least restrictive environment 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 superintendent of schools 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.

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 and, for a student in a separate setting, activities necessary to transition the student to a less restrictive placement are considered at least annually.

Placement is based on the student's individualized education program. 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.

In determining the least restrictive setting consideration shall be given to whether the student can be satisfactorily educated in the regular classroom with supplemental aids and services; a comparison of the benefits provided in a regular class and the benefits provided in a special education class; and the potential beneficial or harmful effects which a placement may have on the student with disabilities or the other students in the class.

A student with a disability is not removed from the age-appropriate general education classroom solely based on needed modifications to the general education curriculum.

Placement in a program option shall be based on the individual needs of the student.

When determining the restrictiveness of a program option, the determination is based solely on the amount of time a student with disabilities is educated outside the general education setting.

The board shall provide or arrange for the provision nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities; and that each student with a disability participates with nondisabled students to the maximum extent possible.

- L. Establishment and implementation of procedural safeguards according to N.J.A.C. 6A:14-2.3 through -2.4 and N.J.A.C. 1:6A

The board of education directs the superintendent of schools to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

SPECIAL EDUCATION (continued)

1. Giving notice to parents/guardians per N.J.A.C. 6A:14-2.3 when an initial request is being made for consent prior to conducting any assessment as part of the initial evaluation; prior to the implementation of the initial IEP; prior to conducting any assessment as a part of a reevaluation; prior to the release of student records; each time the board seeks access to private insurance; when a member of the IEP team is excused from participating in a meeting; when the IEP is amended; and when a parent or the board agree to waive a reevaluation. 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 of their right to appeal and their rights in regard to legal fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. 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;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.

The superintendent of schools 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 superintendent of schools 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.

- M. 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 superintendent of schools 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 Executive County Superintendent, the superintendent of schools 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 component of the pupil's IEP covers the behavior, or whether the pupil is an immediate danger to himself/herself or others.

SPECIAL EDUCATION (continued)

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 superintendent of schools 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 superintendent of schools 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.

Cooperation with Other Agencies

The superintendent of schools 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

SPECIAL EDUCATION (continued)

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 superintendent of schools 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 superintendent of schools 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: 1994
NJSBA Review/Update: January 2009, February 2016
Readopted: June 2016
Revised:

Key Words

Special Education, Disabled, Graduation Requirements, Records, Pupil Records, Student Records, Special Education Pupil Records, Parent Advisory Group

ADDENDUM: TO 6171.4 SPECIAL EDUCATION POLICY

**NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS**

**BOARD OF EDUCATION POLICIES AND PROCEDURES
FOR ELIGIBILITY UNDER PART B OF THE IDEA
FOR 2011-2012**

PART I - POLICIES

COUNTY CODE: 15 **COUNTY NAME:** Gloucester

DISTRICT CODE: 4020 **DISTRICT NAME:** Paulsboro

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall adopt and assure compliance with the following policies:

Policy #1: All students with disabilities, who are in need of special education and related services, including

SPECIAL EDUCATION (continued)

students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

Policy #2: Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

Policy #3: Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

Policy #4: An individualized education program is developed, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

Policy #5: To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

Policy #6: Students with disabilities are included in statewide and districtwide 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 level.

Policy #7: Students with disabilities are 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 #8: 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 #9: 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 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 #10: Full educational opportunity to all students with disabilities is provided.

Policy #11: The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

SPECIAL EDUCATION (continued)

Policy #12: Provision is 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 #13: Students with disabilities who are placed in private schools by the district board of education, are 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 #14: All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

Policy #15: The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district board 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 #16: Instructional materials will be provided to blind or print-disabled students in a timely manner.

Policy #17: For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the 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 #18: 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 #19: The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP.

PART II – PROCEDURES

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall assure compliance with the following policies and related procedures below:

Policy #1: All students with disabilities, who are in need of special education and related services, including

SPECIAL EDUCATION (continued)

students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

AND

Policy #2: Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

AND

Policy #7: Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq. including appointment of a surrogate parent, when appropriate.

Procedures to locate students with disabilities (child find) must ensure that:

1. Person(s) responsible to conduct child find activities are identified.
2. Child find activities are conducted for all children ages three through 21, who reside within the district or attend nonpublic schools within the district.
3. Child find activities are conducted at least annually.
4. Child find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.
5. Child find activities address public and nonpublic students, including highly mobile students such as migrant and homeless students.
6. Child find activities for nonpublic school students are comparable to activities conducted for public school students.
 - a. Child find activities for nonpublic school children provide for consultation with appropriate representatives of the nonpublic school and parents on how to carry out these activities.
7. Child find activities include outreach to a variety of public and private agencies and individuals concerned with the welfare of students, such as clinics, hospitals, physicians, social service agencies and welfare agencies.

For charter schools or state agencies, procedures must ensure that:

1. Child find activities are limited to the population of students enrolled in the charter school or served by the state agency.
2. Person(s) to conduct child find activities are identified.
3. Child find activities are conducted at least annually.
4. Child find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.

Procedures for interventions in the general education program must ensure that:

SPECIAL EDUCATION (continued)

1. Criteria/steps for initiating interventions in the general education program are identified.
2. Parents, teachers and other school professionals, as appropriate, are informed of the procedures to initiate interventions in the general education program.
3. Activities are in place to determine whether the interventions are effective.
 - a. School personnel who are responsible for the implementation/evaluation of the interventions are identified; and
 - b. The type, frequency, duration and effectiveness of the interventions are documented.

Procedures for referral must ensure that:

1. Steps are in place to refer students after it has been determined that interventions in the general education program are not effective in alleviating the educational difficulties.
2. Steps are in place to refer students directly to the child study team when warranted.
3. Steps are in place to refer students who may be disabled but are advancing from grade to grade.
4. Steps for initiating a referral to the child study team by school personnel identify:
 - a. The information/documentation of student performance required in the referral;
 - b. Forms, if any, that are to be submitted by school personnel;
 - c. School personnel who are responsible to process referrals; and
 - d. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
5. Steps for processing written referrals received from parents identify:
 - a. School personnel who are responsible to process referrals from parents; and
 - b. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
6. School personnel, parents and agencies are informed of referral procedures.

For students with disabilities potentially in need of a surrogate parent, procedures must ensure that:

1. A surrogate parent is provided to a student in accordance with N.J.A.C. 6A:14-2.2 when:
 - a. The parent of the student cannot be identified or located.
 - b. An agency of the State has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student.
 - c. The student is a ward of the state and no State agency has taken steps to appoint a surrogate parent for the student.
 - d. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent and no State agency has taken steps to appoint a surrogate parent for the student.

SPECIAL EDUCATION (continued)

- e. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.
2. The district will make reasonable efforts to appoint a surrogate parent within 30 days of its determination that a surrogate parent is required for a student.
3. The district will appoint a person who will be responsible for appointing surrogate parents and overseeing the process. The responsible person will:
 - a. The person will determine whether there is a need for a surrogate parent for a student;
 - b. The person will contact any State agency that is involved with the student to determine whether the State has had a surrogate parent appointed for the student; and
 - c. The person will make reasonable efforts to select and appoint a surrogate parent for the student within 30 days of determining that there is a need for a surrogate parent for the student.
4. The district will establish a method for training surrogate parents that includes provision of information with respect to parental rights and procedural safeguards available to parents and students in accordance with N.J.A.C. 6A:14.
 - a. The district will appoint a person that will be responsible for training surrogate parents;
 - b. The training of surrogate parents will ensure that surrogate parents have knowledge and skills that ensure adequate representation of the child with a disability;
 - c. The training will be designed to make surrogate parents familiar with State and federal requirements for assessment, individualized education program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
 - d. Surrogate parents will be provided with copies of: the Parental Rights in Special Education booklet; N.J.A.C. 6A:14; the Special Education Process; Code Training Materials from the Department of Education Website; and other relevant materials; and
 - e. Surrogate parents will be provided information to enable them to become familiar with the nature of the child's disability.
5. The district will ensure that:
 - a. All persons serving as surrogate parents have no interest that conflicts with those of the student he or she represents;
 - b. All persons serving as surrogate parents possess knowledge and skills that ensure adequate representation of the student;
 - c. All persons serving as surrogate parents are at least 18 years of age;
 - d. If the school district compensates the surrogate parent for providing such services, a criminal history review of the person in accordance with N.J.S.A. 18A:6-7.1 is completed prior to his or her serving as the surrogate parent; and
 - e. No person appointed as a surrogate parent will be an employee of the New Jersey Department of Education, the district board of education or a public or nonpublic agency that is involved in the education or case of the child.

Policy #3: Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-2.5 and 3.4, no additional written procedures are required.

Policy #4: An individualized education program is developed, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

SPECIAL EDUCATION (continued)

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-2.6 and 3.7, no additional written procedures are required.

Policy #5: To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-4.2, no additional written procedures are required.

Policy #6: Students with disabilities are included in statewide and districtwide 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 level.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-4.10, no additional written procedures are required.

Policy #8: 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.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are suspended or expelled must ensure that:

1. School officials responsible for implementing suspensions/expulsions in the district are identified.
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager.
3. A system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons.
4. Suspension from transportation is counted as a day of removal if the student does not attend school.
 - a. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
5. Removal for at least half of the school day is reported via the Electronic Violence and Vandalism Reporting System.
6. If the district has an in-school suspension program, participation in the program is not considered a removal when determining whether a manifestation determination must be conducted if the program provides the following:¹
 - a. Opportunity for the student to participate and progress in the general curriculum;
 - b. Services and modifications specified in the student's IEP;
 - c. Interaction with peers who are not disabled to the extent they would have in the current placement; and
 - d. The student is counted as present for the time spent in the in-school suspension program.

¹ For the purpose of documenting all removals, in-school suspension must be reported via the Electronic Violence and Vandalism Reporting System even if services were provided.

SPECIAL EDUCATION (continued)

7. When a series of short-term removals will accumulate to more than 10 school days in the year:
 - a. School officials and the case manager consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2;
 - b. Written documentation of the consultation between school officials and the case manager is maintained;
 - c. If it is determined that there is no change in placement, school officials, the case manager and special education teacher consult to determine the extent to which services are necessary to:
 1. Enable the student to participate and progress appropriately in the general education curriculum; and
 2. Advance appropriately toward achieving the goals set out in the student's IEP; and
 - d. Written documentation of the consultation and services provided is maintained.
8. Steps are in place to convene a meeting of the IEP team and, as necessary or required, conduct a functional behavioral assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, 20 U.S.C. §1415(k).

Procedures regarding the provision of a free, appropriate public education to preschool age students with disabilities must ensure that:

1. Eligible preschool age children who are not participating in an early intervention program have an IEP in effect by their third birthday. Steps include:²
 - a. Responding to referrals according to N.J.A.C. 6A:14-3.3(e)
 - b. Having a program in place no later than 90 calendar days from the date of consent.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are advancing from grade to grade must ensure that:

1. A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
 - a. As part of a reevaluation, the IEP team determines that the student continues to require specially designed services to progress in the general education curriculum; and
 - b. The use of functional assessment information supports the IEP team's determination.

Policy #9: 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 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:14-3.7.³

1. A child study team member of the district will participate in the preschool transition planning conference arranged by the designated service coordinator from the early intervention system and will:
 - a. Review the Part C Individualized Family Service Plan for the child;
 - b. Provide the parent(s) written district registration requirements;

² This procedure does not apply to secondary school districts or charter schools that do not serve preschool age children.

³ This procedure does not apply to secondary school districts or charter schools that do not serve preschool age children.

SPECIAL EDUCATION (continued)

- c. Provide the parents written information with respect to available district programs for preschool students, including general education placement options; and
 - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's initial IEP meeting.
2. The Part C service coordinator will be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

Policy #10: Full educational opportunity to all students with disabilities is provided.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1, no additional written procedures are required.

Policy #11: The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:32-7, no additional written procedures are required.

Policy #12: Provision is 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.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-6.1 and 6.2, no additional written procedures are required.

Policy #13: Students with disabilities who are placed in private schools by the district board of education, are 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.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1(d) and 7.5(b)3, no additional written procedures are required.

Policy #14: All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)13, no additional written procedures are required.

Policy #15: The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district board 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;

SPECIAL EDUCATION (continued)

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.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-2.5 and 3.4, no additional written procedures are required.

Policy #16: Instructional materials will be provided to blind or print-disabled students in a timely manner.

Instructional materials will be provided to blind or print-disabled students in accordance with a plan developed by the district. The plan will be the Individualized Education Program of each student with a disability, which will set forth the instructional materials needed, how they will be provided, and address any assistive technology needed to permit the student to utilize the materials.

Policy #17: For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent to apply for such services.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)17, no additional written procedures are required.

Policy #18: 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.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)18, no additional written procedures are required.

Policy #19: The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-4.5(d), no additional written procedures are required.

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| <p><u>Legal References:</u> <u>N.J.S.A. 10:5-1 et seq.</u> <u>N.J.S.A. 18A:46-1 et seq.</u> <u>See particularly:</u> <u>N.J.S.A. 18A:46-13</u> <u>N.J.S.A. 18A:46A-1 et seq.</u> <u>N.J.A.C. 5:23-7</u></p> <p><u>N.J.A.C. 6A:7-1.7</u> <u>N.J.A.C. 6A:8-1.2</u> <u>N.J.A.C. 6A:8-1.3</u> <u>N.J.A.C. 6A:8-3.1</u> <u>N.J.A.C. 6A:8-4.1 et seq.</u></p> | <p>Law Against Discrimination Classes and Facilities for Handicapped Children</p> <p>Auxiliary Services Barrier free subcode of the uniform construction code Equality in school and classroom practices Scope Definitions Curriculum and instruction Implementation of the Statewide Assessment System</p> |
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SPECIAL EDUCATION (continued)

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| <u>N.J.A.C. 6A:8-5.1 et seq.</u> | Implementation of Graduation Requirements |
| <u>N.J.A.C. 6A:9B-1.1 et seq.</u> | Professional Licensure and Standards |
| See particularly: | |
| <u>N.J.A.C. 6A:9B-12.3</u> | |
| <u>N.J.A.C. 6A:14-1.1 et seq.</u> | Special Education |
| <u>N.J.A.C. 6A:15-1.4</u> | Bilingual programs for limited English proficient students |
| <u>N.J.A.C. 6A:23A-1.1 et seq.</u> | Fiscal accountability, efficiency and budgeting procedures |
| See particularly: | |
| <u>N.J.A.C. 6A:23A-17.5, -17.6, -17.7, -18.1 et seq.</u> | |
| <u>N.J.A.C. 6A:26-6.1 et seq.</u> | Planning and Construction Standards for School Facilities |
| <u>N.J.A.C. 6A:30-1.1 et seq.</u> | Evaluation of the Performance of School Districts |
| <u>N.J.A.C. 6A:32-7.1 et seq.</u> | Student Records |
| <u>N.J.A.C. 6A:32-8.3</u> | School attendance |

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)

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

Possible

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| <u>Cross References:</u> | *1120 | Board of education meetings |
| | *4112.2 | Certification |
| | *4131/4131.1 | Staff development; inservice education/visitations/conferences |
| | *5114 | Suspension and expulsion |
| | *5120 | Assessment of individual needs |
| | *5125 | Pupil records |
| | *5131 | Conduct/discipline |
| | *5200 | Nonpublic school pupils |
| | *6121 | Nondiscrimination/affirmative action |
| | *6145 | Extracurricular activities |
| | *6151 | Class size |
| | *6164.2 | Guidance services |

SPECIAL EDUCATION (continued)

- *6164.4 Child study team
- *9322 Public and executive sessions

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

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 Superintendent of Schools shall investigate and propose to the board for approval alternative programs and facilities. Alternative education programs shall be approved by the Commissioner of Education.

Each alternative education program shall fulfill the program criteria that are specified in N.J.A.C. 6A:16-9.2 including but not limited to:

- A. A maximum student-teacher ratio of 12:1 for high school programs,
- B. A maximum student-teacher ratio of 10:1 for middle school programs,
- C. An Individualized Program Plan (IPP) shall be developed for each general education student enrolled in the program,
- D. For students with disabilities the alternate education program shall be consistent with the student's Individualized Education Plan (IEP).

Home Schooling

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

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

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 Superintendent of Schools 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 Superintendent of Schools 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 Superintendent of Schools 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.

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 Superintendent of Schools 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.

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

The Superintendent of Schools 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: 1994
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009, June 2016
 Revised:

Key Words

Alternative Educational Programs, Home Schooling, Dropouts, Disruptive Pupils, Disruptive Students, Disaffected Pupils, Disaffected Students, At-risk Pupils

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:37-1 et seq. Discipline of students
See particularly:
N.J.S.A. 18A:37-2.2
N.J.S.A. 18A:38-1, -25, -31 Attendance at school free of charge
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:8-5.2 High school diplomas
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offense
N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons
N.J.A.C. 6A:16-9.1 et seq. Alternative Education Programs
N.J.A.C. 6A:16-10.1 et seq. Home or out-of-school instruction for general education students
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 et seq. Student Behavior
See particularly:
N.J.A.C. 6A:32-12.2
 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

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

Possible

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| <u>Cross References:</u> | *5113 | Absences and excuses |
| | *5114 | Suspension and expulsion |
| | 5119 | Transfers |
| | *5131 | Conduct/discipline |
| | *5131.7 | Weapons and dangerous instruments |
| | *5134 | Married/pregnant pupils |
| | *6142.2 | English as a second language; bilingual programs |
| | *6142.12 | Career education |
| | *6164.2 | Guidance services |
| | *6164.4 | Child study team |
| | *6171.4 | Special education |
| | *6173 | Home instruction |

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

HOME INSTRUCTION

To provide uninterrupted education for pupils unable to attend their regular classes because of illness, disability court order or administrative action, the board of education shall provide away-from-school instruction when proper application has been made and subject to the following restrictions:

- A. The period of absence must be expected to be longer than two weeks except in special circumstances.
- B. A parent/guardian or appropriate adult authority must be within call during the period of instruction.
- C. In cases of illness or disability, medical certification is required both of the necessity for the pupil's absence and his/her fitness to benefit from the instruction.

Each case must be approved by board action; all requirements for receipt of state aid must be fulfilled.

Temporary or Chronic Health Condition

The board shall provide instructional services to an enrolled student when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or special education.

The parent/guardian shall submit a request for home instruction in writing. The request shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than 10 consecutive school days or 20 cumulative school days during the school year.

The principal or his or her designee shall forward the request with the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide the board with the reasons for denial. The parent/guardian shall be notified concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

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

- A. A written plan for delivery of instruction shall be established to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress;
- B. Teachers providing home instruction shall be a certified teacher;
- C. The teacher shall provide one-on-one instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate;
- D. For a student with disabilities, the home instruction shall be consistent with the student's individualized education plan (IEP) to the extent appropriate and shall meet the Core Curriculum Content Standards

HOME INSTRUCTION (continued)

including the Common Core State Standards in mathematics and language arts and literacy. When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP;

- E. For a student without disability, the home instruction shall meet the Core Curriculum Content Standards including the Common Core State Standards, and the requirements of the board for promotion to the next grade level. When the provision of home instruction will exceed 60 calendar days, the school physician shall refer the student to the child study team for evaluation;
- F. The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another district board of education, educational services commission, jointure commission, or approved clinic or agency. Students who are eligible to receive home instruction as needed at the district's expense are as follows:
 - 1. A student who resides within the area served by the board and is enrolled in a public school program; or
 - 2. A student who is enrolled in a nonpublic school that is located within the area served by board.

Reasons Other Than a Temporary or Chronic Health Condition

- A. The district shall provide home or out-of-school instruction for a general education student for reasons other than a temporary or chronic health condition no later than five school days after the student has left the general education program when:
 - 1. The student is mandated by State law and rule for placement in an alternative education program for firearms offenses and/or assault with weapons offenses but placement is not immediately available;
 - 2. The student is placed on short-term or long-term suspension;
 - 3. A court order requires that the student receive instructional services in the home or other out-of-school setting.

The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another board of education, educational services commission, jointure commission, or approved clinic or agency for resident students.

- B. The home or out-of-school instructional services for reasons other than a temporary or chronic health condition shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.2(d) including but not limited to:
 - 1. The district shall establish a written plan for delivery of instruction and maintain a record of instructional services and student progress;
 - 2. The teacher providing instruction shall be a certified teacher;
 - 3. The teacher shall provide one-on-one instruction for no fewer than 10 hours per week on three separate days of the week and no fewer than 10 hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom;
 - 4. The instruction shall meet the Core Curriculum Content Standards including the Common Core State Standards and the board's requirements for promotion and graduation;
 - 5. If instruction is delivered in the student's home, a parent or other adult 21 years of age or older who has been designated by the parent shall be present during all periods of home instruction.

Any student receiving home instruction is not considered absent.

HOME INSTRUCTION (continued)

Adopted: 1994
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009, June 2016
 Revised:

Key Words

Bedside Instruction, Home Instruction

Legal References: N.J.A.C. 6A:14-1.1 et seq. Special education
See particularly:
N.J.A.C. 6A:14-4.8, 4.9
N.J.A.C. 6A:16-4.3 Reporting, notification and examination procedures for students suspected of being under the influence of alcohol or other drugs
N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offenses
N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons offenses
N.J.A.C. 6A:16-10.1 et seq. Home or out-of-school instruction
N.J.A.C. 8:61-1.1 Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)

H.A. v. Board of Education Warren Hills Regional, 1976 S.L.D. 336

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

Somerset County Educational Services Commission v. North Plainfield Board of Education 1999 S.L.D. September 7 State in re G.S. 330 N.J. Super. 338 (Ch. Div. 2000)

Possible

Cross References: *4112.2 Certification
 *5113 Absences and excuses
 *5114 Suspension and expulsion
 *5131 Conduct/discipline
 *5131.6 Drugs, alcohol, tobacco (substance abuse)
 *5131.7 Weapons and dangerous instruments
 *5134 Married/pregnant pupils
 *5141.2 Illness
 *6146 Graduation requirements
 *6164.2 Guidance services
 *6164.4 Child study team
 *6171.4 Special education
 *6172 Alternative educational programs

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

SUMMER SCHOOL

The Board of Education recognizes the importance of providing students with alternative paths to earn credits toward high school graduation. The Board of Education will, therefore, allow students in Grades 7-12 to use alternative paths in order to earn graduation credits. Alternative paths may only be used to earn credit for courses failed as part of the approved Paulsboro Public Schools program. Students who withdraw from courses as part of the approved Paulsboro Public Schools program may not use the options listed below. Credits may be earned by:

- A. Passing course(s) offered by a summer school program approved by the New Jersey Department of Education. (The student will be given a "D" for courses failed in Paulsboro but taken in the approved summer school program and passed during the summer.)
- B. Taking course(s) under the supervision of a private tutor. A student utilizing this option must comply with the following rules:
 - 1. The number of hours of instruction must be the same as required by summer programs approved by the New Jersey Department of Education.
 - 2. Tutor(s) must maintain and sign a log of hours of instruction. The log must be submitted to the building principal or his/her designee.
 - 3. Tutor must hold a valid New Jersey teaching certificate in the subject field in which they are tutoring. The original certificate must be displayed to the Superintendent.
 - 4. Tutor(s) may use Paulsboro Public School textbooks and courses of study. These materials may be obtained from the building principal.
 - 5. A student must pass a final examination developed by a Paulsboro Public Schools instructor who teaches said course. The examination must be proctored by the building principal or his/her designee.

Adopted: August 25, 2005
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Promotion, Retention, Summer School

Legal References: N.J.S.A. 18A:11-1 General Mandatory Powers and Duties
N.J.S.A. 18A:11-15 Tuition for summer session
N.J.S.A. 18A:41-1 Fire, school security drills
N.J.S.A. 18A:54B-1 *et seq.* Summer school enrichment programs
N.J.A.C. 6A:32-10.1 to -10.4 Summer school sessions

Possible

Cross References: *5113 Attendance, absences and excuses
*5120 Assessment of individual needs
*5124 Reporting to parents/guardians
*6142 Subject fields
*6142.2 English as a second language; bilingual/bicultural
*6143 Curriculum guides
*6145 Extracurricular activities
*6146 Graduation requirements

SUMMER SCHOOL(continued)

- *6146.2 Promotion/Retention
- *6147 Standards of proficiency
- *6147.1 Evaluation of individual student performance
- *6171.1 Remedial instruction
- *6171.3 At-risk and Title 1

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

EARLY CHILDHOOD EDUCATION/PRESCHOOL

The Paulsboro Board of Education believes that preschool educational experiences contribute to later academic success for all children. Therefore, within the limits of the budget and as required by law, the superintendent of schools shall recommend to the board for approval programs designed for district children under the age required for regular admission. Programs shall address the needs of children who have been identified as requiring special education, as well as of those who have not been so identified.

The preschool curriculum shall consist of developmentally appropriate experiences that provide each child with individual opportunities to develop positive self-esteem, social/emotional growth, language skills, motor development and conceptual skill development.

All preschool programs sponsored by the board shall be consistent with the overall philosophy of the school district and aligned with the Core Curriculum Content Standards Core Curriculum Content Standards including the Common Core State Standards in mathematics and language arts and literacy. They shall be coordinated with other relevant district programs such as special education and Title I and articulated with the K-12 curriculum.

Proof of immunizations against communicable diseases and examinations shall be in accord with requirements for kindergarten and first grade admission (see policy file code 5111 *Admission*).

The board of education shall ensure that the preschool program:

- A. Maintains classroom enrollments of no more than 18 children with one certified teacher and one appropriately qualified assistant;
- B. Is developmentally appropriate to the age and skill level of the young child;
- C. Is designed to meet the New Jersey Preschool Teaching and Learning Standards of Quality, the New Jersey Preschool Program Implementation Guidelines and the New Jersey Core Curriculum Content Standards Core Curriculum Content Standards including the Common Core State Standards;
- D. Includes transition activities, programs, and services between preschool programs and kindergarten programs;
- E. Coordinates with all other relevant school district programs, for example, special education and bilingual education; and
- F. Includes an annual program evaluation.

The preschool programs and curricula shall be based on student needs, strengths and interests that focus on all aspects of development: cognitive, social, emotional and physical. Curriculum and assessment strategies and/or resources shall be developmentally appropriate and include performance-based assessment measures.

The board shall ensure that instructional methods and/or strategies are congruent with the cognitive, social, emotional and physical skills of the young child. Instruction shall balance teacher-directed and child-initiated experiences.

The board shall provide professional development and training specific to preschool education for all early childhood education administrators, teachers and teacher assistants.

EARLY CHILDHOOD EDUCATION/PRESCHOOL (continued)

The preschool program may be offered within a mixed delivery system that includes in-district, private provider and local Head Start agency settings provided that the private provider and/or local Head Start agency program(s) with which the district board of education contracts comply with the school district's program requirements, including the employment of appropriately licensed and qualified teaching staff.

The preschool program shall include parent education activities in the preschool program with specific strategies identified that assist parents in remaining actively involved in their child's education throughout their school years.

Community health and social service agencies shall be included in the planning, operations and, if appropriate, the fiscal support of the preschool program.

The board shall designate an administrator to oversee the preschool program. He/she shall ensure adherence to all applicable laws and regulations in pursuing funding at the federal and state levels, as well as from private sources.

NJSBA Review/Update: December 2008, February 2016
 Adopted: March 2009, June 2016
 Revised:

Key Words

Developmentally Appropriate Curriculum, Early Childhood Education, Preschool

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|---------------------------------|---|---|
| <u>Legal References:</u> | <u>N.J.S.A.</u> 18A:7F-54 | Access to full day preschool; calculation of preschool education aid |
| | <u>N.J.S.A.</u> 18A:44-4 | Funding of Preschool programs |
| | <u>N.J.A.C.</u> 6A:8-2.1 | Authority for educational goals and standards |
| | <u>N.J.A.C.</u> 6A:8-3.4 | Requirements for early childhood education programs |
| | <u>N.J.A.C.</u> 6A:9B-6.1 | Standard certificate |
| | <u>N.J.A.C.</u> 6A:9B-8.1 | Requirements for certificates of eligibility |
| | <u>N.J.A.C.</u> 6A:9B-9.2 | Endorsements and authorizations |
| | <u>N.J.A.C.</u> 6A:13A-1.1 <u>et seq.</u> | Elements of high quality preschool programs |
| | <u>N.J.A.C.</u> 6A:23A-8.7 | Tuition rate adjustment by districts receiving preschool expansion aid or educational opportunity aid |
| | <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> | Evaluation of the Performance of School Districts |
| | <u>N.J.A.C.</u> 6A:26-3.11 | ECPA district community early childhood educational facilities projects |
| | <u>N.J.A.C.</u> 6A:32-8.3 | School attendance |

Possible

| | | |
|---------------------------------|------------|---|
| <u>Cross References:</u> | *1410 | Local units |
| | *1600 | Relations between other entities and the district |
| | *3220/3230 | State funds/federal funds |
| | *3541.1 | Transportation routes and services |
| | *5020 | Role of parents/guardians |
| | *5111 | Admission |
| | *5141.3 | Health examinations and immunizations |
| | *6010 | Goals and objectives |
| | *6122 | Articulation |
| | *6141 | Curriculum design/development |
| | *6151 | Class size |
| | *6171.3 | At-risk and Title 1 |
| | *6171.4 | Special education |

EARLY CHILDHOOD EDUCATION/PRESCHOOL (continued)

*7110 Long-range facilities planning

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

ADULT/COMMUNITY EDUCATION

The board will establish and maintain a program of adult education and may utilize any of its school facilities for accomplishing the legitimate educational purposes of serving the vocational, avocational, cultural, and aesthetic interests of the community.

The board will also maintain a program of instruction in English language and in government and laws for the benefit of foreign-born residents of the district.

In order to support a program of adult education and education for the foreign born, the board may employ staff, use school facilities as required, and provide necessary custodial services. All professional staff members so employed shall possess valid New Jersey teaching certificates.

The Superintendent of Schools is directed to seek out and utilize such federal, state, and private sources of revenue as may be appropriate for the financial support of the adult education program.

Adult High School

The board will establish an adult evening high school for district residents 18 years of age or over. The board shall adopt graduation requirements equivalent to those of the day school that shall include passing statewide assessment tests. English language learners may satisfy a special review assessment in lieu of passing the HSPA. All courses shall be adopted by the board and shall include standards of proficiency.

Partial Credit for Former Student Who Withdrew

It is the goal of the Board of Education that every student graduate from high school. The Board of Education does, however, recognize that circumstances exist that require a student to withdraw from school prior to graduation. In these cases, the Board of Education encourages the student to return to school as soon as possible in order to earn a diploma.

In order to encourage students to complete their education, the Board of Education will award partial credit for courses taken while a student at Paulsboro High School. The following conditions must exist in order for the former student to earn half credit for the school year during which he/she withdrew from school:

- A. The former student must be at least 21 years of age;
- B. The former student must have withdrawn from high school having completed at least two marking periods;
- C. The former student must have earned at least a "C" average in one or more courses at the time of withdrawal from high school;
- D. The former student must be enrolled in an accredited adult high school program leading to a high school diploma;
- E. The former student must request, in writing, partial credit via the principal of Paulsboro High School.

Only half credit will be awarded (By illustration: 2.5 credits for a 5-credit course or 3 credits for a 6 credit course). Half credit will only be awarded for courses in which the student had a "C" average

ADULT/COMMUNITY EDUCATION (continued)

at the time of withdrawal from high school.

The principal, or his designee, will review the former student's record. If the above conditions exist the principal, or his designee, will:

- A. Notify the former student, in writing, of the decision;
- B. Notify the adult high school, in writing, of the decision;
- C. Make a notation on the former student's transcript showing the partial credit.

Adopted: 1994
 NJSBA Review/Update: December 2008, February 2016
 Readopted: March 2009

Key Words

Adult Education, Community Education

Legal References: N.J.S.A. 18A:7C-8 Adult high school programs; diplomas
N.J.S.A. 18A:7F-28 State aid for adult school and post-high school education programs
N.J.S.A. 18A:48-1 et seq. Public Evening Schools
N.J.S.A. 18A:50-1 et seq. Adult Education
N.J.A.C. 6A:20-1.1 et seq. Adult Education Programs
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
See particularly:
N.J.A.C. 6A:8-5.1(a)5
 and 6

Possible

Cross References: 3240 Tuition income
 *3250 Income from fees, fines, charges
 *4112.2 Certification
 4141 Salary guides
 *5111 Admission
 *5124 Reporting to parents/guardians
 *5127 Commencement activities
 *5131 Conduct/discipline
 *6142 Subject fields
 6174 Summer school

*Indicates policy is included in the Critical Policy Reference Manual.

Policy

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Paulsboro Board of Education directs the Superintendent of Schools to develop and implement a systematic short-range and long-range plan for the continuing assessment of the progress of the educational program toward the goals established by the district. To this end, he/she shall recommend tests and methods indicated by his/her best professional judgment.

The board reserves the right to review each test and to approve those that serve a legitimate purpose without infringing upon the personal rights of the pupils or their parents/guardians. The results of any evaluation may be released by the Superintendent of Schools using district wide data. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

The Superintendent of Schools shall annually recommend improvements in the program and staff based upon the evaluation of the district's program. He/she will ensure that all required data is submitted to the Commissioner for inclusion in the school report card.

The board will cooperate with the Commissioner in the conduct of such state-wide assessment programs as are required by the State Board of Education and shall use the data gained thereby toward the improvement of the schools of this district.

Adopted: 1994
NJSBA Review/Update: December 2008, February 2016
Readopted: March 2009

Key Words

Evaluation, Evaluation of the Instructional Program, Instructional Program

Legal References: N.J.S.A. 18A:7A-10 Evaluation of performance of each school
N.J.S.A. 18A:7E-2
through -5 School report card program
N.J.A.C. 6A:7-1.4 Responsibilities of the district board of education
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
See particularly:
N.J.A.C. 6A:8-3.1, -4.3,
-4.4, -4.5
N.J.A.C. 6A:14-4.1(i) General requirements
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:32-1.2 Definitions

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

Possible

Cross References: *1000/1010 Concepts and roles in community relations; goals and objectives
*1120 Board of education meetings
*5120 Assessment of individual needs

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

| | |
|---------|-----------------------------------|
| *5145.4 | Equal educational opportunity |
| 6000 | Concepts and roles in instruction |
| *6010 | Goals and objectives |
| 6011 | Thorough and efficient/QEA |
| *6141 | Curriculum design/development |
| *6147 | Standards of proficiency |
| *6171.4 | Special education |

*Indicates policy is included in the Critical Policy Reference Manual.