<table>
<thead>
<tr>
<th>Policy</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6010</td>
<td>Goals and Objectives</td>
</tr>
<tr>
<td>6111</td>
<td>School Calendar</td>
</tr>
<tr>
<td>6112</td>
<td>School Day</td>
</tr>
<tr>
<td>6114</td>
<td>Emergencies and Disaster Preparedness</td>
</tr>
<tr>
<td>6115</td>
<td>Ceremonies and Observances</td>
</tr>
<tr>
<td>6121</td>
<td>Nondiscrimination/Affirmative Action</td>
</tr>
<tr>
<td>6122</td>
<td>Articulation</td>
</tr>
<tr>
<td>6140</td>
<td>Curriculum Adoption</td>
</tr>
<tr>
<td>6141</td>
<td>Curriculum Design/Development</td>
</tr>
<tr>
<td>6141.2</td>
<td>Recognition of Religious Beliefs and Customs</td>
</tr>
<tr>
<td>6142</td>
<td>Subject Fields</td>
</tr>
<tr>
<td>6142.1</td>
<td>Family Life Education</td>
</tr>
<tr>
<td>6142.2</td>
<td>English as a Second Language; Bilingual/Bicultural</td>
</tr>
<tr>
<td>6142.4</td>
<td>Physical Education and Health</td>
</tr>
<tr>
<td>6142.6</td>
<td>Basic Skills</td>
</tr>
<tr>
<td>6142.9</td>
<td>Arts</td>
</tr>
<tr>
<td>6142.10</td>
<td>Technology</td>
</tr>
<tr>
<td>6142.12</td>
<td>Career Education</td>
</tr>
<tr>
<td>6142.13</td>
<td>HIV Prevention Education</td>
</tr>
<tr>
<td>6143</td>
<td>Curriculum Guides</td>
</tr>
<tr>
<td>6143.1</td>
<td>Lesson Plans</td>
</tr>
<tr>
<td>6144</td>
<td>Controversial Issues</td>
</tr>
<tr>
<td>6145</td>
<td>Extracurricular Activities</td>
</tr>
<tr>
<td>6145.1/6145.2</td>
<td>Intramural Competition / Interscholastic Competition</td>
</tr>
<tr>
<td>6145.3</td>
<td>Publications</td>
</tr>
<tr>
<td>6146</td>
<td>Graduation Requirements</td>
</tr>
<tr>
<td>6146.2</td>
<td>Promotion/Retention</td>
</tr>
<tr>
<td>6147</td>
<td>Standards of Proficiency</td>
</tr>
<tr>
<td>6147.1</td>
<td>Evaluation of Individual Student Performance</td>
</tr>
<tr>
<td>6151</td>
<td>Class Size</td>
</tr>
<tr>
<td>6153</td>
<td>Field Trips</td>
</tr>
<tr>
<td>6153.2</td>
<td>Fitness Walks</td>
</tr>
<tr>
<td>6154</td>
<td>Homework/Makeup Work</td>
</tr>
<tr>
<td>6156</td>
<td>Instructional Planning/Scheduling</td>
</tr>
<tr>
<td>6160</td>
<td>Instructional Services and Resources</td>
</tr>
<tr>
<td>6161.1</td>
<td>Guidelines for Evaluation and Selection of Instructional Materials</td>
</tr>
<tr>
<td>6161.2</td>
<td>Complaints Regarding Instructional Materials</td>
</tr>
<tr>
<td>6162.4</td>
<td>Community Resources</td>
</tr>
<tr>
<td>Policy</td>
<td>Title</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>6162.5</td>
<td>Research</td>
</tr>
<tr>
<td>6163.1</td>
<td>Media Center/Library</td>
</tr>
<tr>
<td>6164.1</td>
<td>Intervention and Referral Services for General Education Pupils</td>
</tr>
<tr>
<td>6164.2</td>
<td>Guidance Services</td>
</tr>
<tr>
<td>6164.4</td>
<td>Child Study Team</td>
</tr>
<tr>
<td>6171</td>
<td>Special Instructional Programs</td>
</tr>
<tr>
<td>6171.1</td>
<td>Remedial Instruction</td>
</tr>
<tr>
<td>6171.2</td>
<td>Gifted and Talented</td>
</tr>
<tr>
<td>6171.3</td>
<td>At-risk and Title 1</td>
</tr>
<tr>
<td>6171.4</td>
<td>Special Education</td>
</tr>
<tr>
<td>6172</td>
<td>Alternative Educational Programs</td>
</tr>
<tr>
<td>6173</td>
<td>Home Instruction</td>
</tr>
<tr>
<td>6178</td>
<td>Early Childhood Education / Preschool</td>
</tr>
<tr>
<td>6200</td>
<td>Adult/Community Education</td>
</tr>
<tr>
<td>6300</td>
<td>Evaluation of the Instructional Program</td>
</tr>
</tbody>
</table>
GOALS AND OBJECTIVES

The Bloomsbury School District, in partnership with parents and the community, will provide challenging educational programs that enable all students to achieve academic excellence and to develop the social skills necessary to become contributing members of the school, community, and 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.

A. All children should start school ready to learn.
   1. Quality preschool opportunities shall be available 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.

C. Pupils shall leave Grades 3 through 8 having demonstrated competency in challenging subject matter including language arts/literacy, mathematics, science, social studies, health and physical education, visual and performing arts and world languages.
   1. The district shall implement the state-approved Core Curriculum Content Standards and appropriate assessments to enable pupils to succeed and to evaluate their performance.
   2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor teaching staff members progress toward achievement of the requirements of continuing education to ensure that they are obtaining and maintaining the skills to help all students achieve the Core Curriculum Content Standards.

D. Pupils shall learn to use their minds, 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.
   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 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 Chief School Administrator 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; and

G. Evaluation of pupil progress.

Adopted: 12/1989
NJSBA Update: 11/2010

Other Reasons:

N.J.A.C. 6A:8-1.2 requires all boards of education to align their curriculum and instructional methodologies to assist all students in achieving the Core Curriculum Content Standards and to prepare all students for employment or postsecondary study upon graduation.

N.J.A.C. 6A:8-1.3 defines the Core Curriculum Content Standards as the knowledge and skills all New Jersey students are expected to acquire by the benchmark grades. They form the basis of a thorough and efficient education and a basis for the evaluation of school districts in accordance with N.J.A.C. 6A:32-12.1 and N.J.A.C. 6A:30-1.1 et seq.

N.J.A.C. 6A:8-4.1 requires district boards of education to administer the applicable Statewide assessments, according to a schedule prescribed by the Commissioner, including the six major
components: the elementary assessment component for grades three through five, the middle school assessment component for grades six through eight, the High School Proficiency Assessment (HSPA) and Competency Assessments, the Alternative High School Assessment (AHSA), and the Alternate Proficiency Assessment (APA) for students with severe cognitive disabilities.

No Child Left Behind imposes further state testing requirements, including annual assessments aligned with state standards beginning in grade three. All students must participate in such assessments, including students with disabilities and English learners. Students with disabilities must be provided reasonable adaptations and accommodations, or an alternative assessment when directed by the IEP. English learners must also be provided reasonable accommodations, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on student achievement in the academic content areas, until such students have achieved English language proficiency.

**Recommendation:**
A policy containing a philosophy statement connected with all policy topics that relate to achievement of district goals and objectives. Use the numbers of your applicable policies as cross references.

**Legal References:**
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment

**See particularly:**
N.J.A.C. 6A:8-1.2 through -1.3, -2.1, -3.1, -4.1, -4.4 Required Professional Development for Teachers
N.J.A.C. 6A:23A-1.1 et seq. Fiscal accountability, efficiency and budgeting procedures
N.J.A.C. 6A:23A-19.1 et seq. Educational Facilities
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-12.2 School-level planning

Possible Cross References:
*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  Certified Personnel: Goals and objectives
*4111  Certified Personnel: Recruitment, selection and hiring
*4116  Certified Personnel: Evaluation
*4131/4131.1  Certified Personnel: Staff development; inservice education/visitations/conferences
*4211  Noncertified Personnel: Recruitment, selection and hiring
*4231/4231.1  Noncertified Personnel: Staff development; inservice 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
*6171.1  Remedial instruction
*6171.2  Gifted and talented
*6171.4  Special education
*6300  Evaluation of the instructional program

SCHOOL CALENDAR

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

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

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

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

Adopted: 6/1999
Updated: 3/2009
NJSBA Update: 5/2006

Other Reasons:
It is advisable to state the board's authority in establishing the district calendar.

N.J.S.A. 18A:7F-9 authorizes the commissioner of education to withhold all or part of the district's state aid if instruction has not been provided for a minimum of 180 days.

N.J.A.C. 6A:14-4.1(c) requires the length of the school day and year for students with disabilities to be at least as long as for the nondisabled.

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 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

Possible Cross References:
*2210 Administrative leeway in absence of board policy
*5113 Absences and excuses
*5127 Commencement activities
*6112 School day
*6114 Emergencies and disaster preparedness
*6146 Graduation requirements
*6171.4 Special education

SCHOOL DAY

The length of the school day and the length of periods of instruction at various levels shall be recommended by the Chief School Administrator (CSA) 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 CSA shall recommend for board approval the length of class periods and the frequency of instruction in individual subjects.

School personnel shall not dismiss school for any part of the school day without the approval of the CSA.

Adopted: 12/1989
NJSBA Update: 5/2006

Monitored:
Indicator 7.8

Other Reasons:
It is advisable to have a policy providing for board adoption of the length of instructional class periods and any permanent revisions thereafter. This is closely related to policy on graduation requirements.

Any increase in pupil-teacher contact time or teacher workload exceeding contractually set limits may require prior negotiation.

N.J.A.C. 6A:14-4.1(c) requires the length of the school day and year for students with disabilities to be at least as long as for the nondisabled.

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

Manual for the Evaluation of Local School Districts
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

EMERGENCIES AND DISASTER PREPAREDNESS

The Chief School Administrator (CSA) shall direct the development of plans, procedures and mechanisms for responding to emergencies and crises in the schools that threaten human life and property. S/he 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 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 CSA 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.

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 CA 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 CSA and disseminated to all staff. All staff shall also receive training on school safety and security that includes instruction on school security drills by November 2011 or within 60 days of the commencement of that staff member's employment, whichever date is later.

Instruction in fire prevention shall be given and emphasized in appropriate courses in the curriculum of the school. A “school security drill” shall be defined as an exercise to respond to an emergency situation such as a non-fire evacuation, lockdown, bomb threat, lockdown or active shooter situation that is similar in duration to a fire drill.
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 30\textsuperscript{th} of each year the CSA shall submit to the executive county superintendent an annual “Statement of Assurance” report on the forms provided by the Department of Education.

Emergency Closings; Delayed Openings
The CSA is authorized by the Board to close the schools, open them late, or dismiss them early in hazardous weather or in other extraordinary circumstances that 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: 12/1989
NJSBA Update: 11/2010

Monitored
Section 1: Operations
Section 3: Governance

Mandated:
N.J.A.C. 6A:16-1.4(a)12 requires policy on emergency and crisis management plans.
N.J.A.C. 6A:26-12.2(a)2iii requires written policies and procedures to prevent accidents, panic and fire.

Other Reasons:
N.J.A.C. 6A:16-5.1 requires each board of education to establish plans, procedures and mechanisms for responding to emergencies and crises. Plans are to provide for protection of the health, safety and security of the school population and support services for staff, students and their families. The chief school administrator is to consult with law enforcement, health and social services agencies and emergency management planners in the development of these plans.
Legal References:
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:40-12 Closing schools during epidemic
N.J.A.C. 6A:16-1.4(a)14 District policies and procedures
N.J.A.C. 6A:16-5.1 et seq. School Safety and Security
N.J.A.C. 6A:16-6.3 Reporting students or staff members to law enforcement agencies
N.J.A.C. 6A:26-12.2 Policies and procedures for school facility operation
N.J.A.C. 8:57-1.7 Reporting of diseases occurring in schools

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

Possible Cross References:
*1410 Local units
*2210 Administrative leeway in absence of board policy
*3541.33 Transportation safety
5141.6 Crisis intervention
*6111 School calendar
*6112 School day

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:

A. Martin Luther King Jr.'s Birthday;
B. Lincoln's Birthday;
C. Washington's Birthday;
D. Memorial Day;
E. Constitution Day and Citizenship Day (or the following Monday if September 17 falls on a Sunday);
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 of the American flag by the Continental Congress in 1777), Arbor Day (last Friday in April), and Commodore John Barry Day (September 13). The Board authorizes the Chief School Administrator 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 that 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 US Constitution.

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

Adopted: 12/1989
NJSBA Update: 5/2006
**Legal References:**

Display of and salute to flag; pledge of allegiance

N.J.S.A. 18A:36-4  
Period of silence (unconstitutional)

N.J.S.A. 18A:36-6  
Observance of flag day

N.J.S.A. 18A:36-7 through -9  
Designation of Arbor Day ...

N.J.S.A. 18A:36-10 through -12  
Designation of Commodore Barry Day ...

Patriotic exercises preceding holidays

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


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)


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


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)


**Possible Cross References:**

*5114  
Suspension and expulsion

*5127  
Commencement activities

*5131  
Conduct/discipline

*6141.2  
Recognition of religious beliefs and customs

Board of Education
Bloomsbury School District

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, domestic partnership status, affectional or sexual orientation, gender identity or expression, genetic information, sex, disability, or atypical hereditary cellular or blood trait of any individual, or because of liability for service in the armed forces of the United States, nationality, national origin, place of residence in the district, social or economic condition, nonapplicable disability, 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 Chief School Administrator (CSA), 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, sex, 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 issues of 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 will be implemented 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 pupils are provided equal and bias-free access to them. Particular attention shall be paid to the following:

1. Ensuring equal access to all school and classroom facilities;
2. Assigning pupils in such a way that the racial/national origin composition of each school's enrollment reflects the composition of the districtwide enrollment at each grade level;
3. Refraining from locating new facilities in areas that will contribute to imbalanced, isolated or racially identifiable school enrollments;
4. Assigning pupils so that school and classroom enrollments are not identifiable on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, sex, religion, disability or socioeconomic status;
5. Ensuring that any subgroup is 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 CSA will report to the Board annually on continuing compliance.

Adopted: 1/1990
NJSBA Update: 11/2010

Mandated:
N.J.A.C. 6A:7-1.4 requires districts to adopt and implement written educational equity policies.

The board is responsible for a comprehensive equity plan that includes the adoption of policies that address equality in school and classroom practices. These equity policies should, among other requirements, ensure equal access to all educational programs for all students and identify and correct prejudice, discrimination in all curricula, instructional
materials, practices, assessments and programs of the district.

**Other Reasons:**
The Americans with Disabilities Act (ADA) imposes obligations on boards of education both as employers and providers of education. Many of these obligations duplicate or expand existing obligations under Section 504 and other Federal law.

**N.J.A.C. 6A:7-1.7** specifies actions districts must take to be in compliance with affirmative action regulations on curricular and classroom practices.

**N.J.A.C. 6A:7-1.9** demands accountability by requiring that the equity plan include a needs assessment that disaggregates student data by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspensions, expulsions, child study team referrals, pre-k-12 promotion/retention data, pre-k-12 completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within certain groups. This is to help with compliance with No Child Left Behind.

**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: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
- **N.J.A.C. 6A:32-12.1** - Reporting requirements
- **N.J.A.C. 6A:32-14.1** - Review of mandated programs and services

- **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)


- **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

Board of Education
Bloomsbury School District

ARTICULATION

In order to optimize student achievement of the Core Curriculum Content Standards, the 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 Chief School Administrator (CSA) shall develop programs whereby teachers of the various levels of the district's school cooperate to achieve smooth transitions from level to level; whereby pupils in the district's school receive instruction in the same subjects at the same levels as pupils in other districts who will be attending the same high school; and whereby the transition for district pupils from the elementary school to the high school is accomplished without unnecessary difficulty for any pupil.

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

Adopted: 1/1990
Updated: 3/2000; X/2009
NJSBA Update: 5/2006

Monitor: Indicator 3.3

Other Reasons:
N.J.A.C. 6A:8-3.1 describes the board’s responsibilities for student achievement of the Core Curriculum Content Standards, including articulation between elementary and secondary levels.

N.J.A.C. 6A:8-3.3 requires boards of education to make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified high school students.

In sending/receiving or constituent/regional relationships, it is absolutely necessary to have articulation between the schools as well as among the grade levels of each of the districts.

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:**

- *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.*
CURRICULUM ADOPTION

The 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 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 Chief School Administrator 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.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in special education and ESL/bilingual programs.
Monitored:
Indicators 3.1, 3.2, 3.4

Other Reasons:
N.J.S.A. 18A:33-1 requires a roll call majority vote of the full board to adopt or alter a course of study.

Adopted: 1/1990
Updated: 6/1999; 1/2008
NJSB Update: 5/2006

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.A.C. 6A:8-1.1 et seq.  Standards and Assessments

See particularly:
N.J.A.C. 6A:8-3.1, -5.1  Improving standards-driven instruction and literacy and increasing efficiency in Abbot school districts
N.J.A.C. 6A:10A-1.1 et seq.  General requirements
N.J.A.C. 6A:14-1.1  Bilingual education
N.J.A.C. 6A:15-1.1 et seq.  Evaluation of the performance of school districts
N.J.A.C. 6A:30-1.1 et seq.  Definitions

Manual for the Evaluation of Local School Districts

Possible Cross References:
*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

CURRICULUM DESIGN/DEVELOPMENT

The Chief School Administrator (CSA) 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. 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 CSA 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 CSA 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 associated textbooks been recommended to the Board?
J. Have the costs and time of implementation been reviewed, including inservice training?

A 5-year plan for updating curriculum shall be developed and implemented. The CSA shall report annually on all progress in curriculum development and the implementation of the 5-year curriculum plan at the time of the board's annual adoption of curriculum.
Adopted: 3/2000  
Revised/Updated: 3/2008  
NJSB Update: 5/2006  

**Monitored:**  
Indicators 3.1, 3.2  

**Legal References:**  
N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards  
N.J.A.C. 6A:10A-3.1 et seq. School district-led standards-based instruction  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-12.1 Reporting requirements  

Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex County  
Manual for the Evaluation of Local School Districts (June 1993)  

**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  

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The Board 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 that 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 US Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the US Constitution.

Adopted: 3/2000
Updated: 3/2009
NJSB Update: 5/2006

Other Reasons:
This can be a topic of critical concern to the district. Case law is extensive.

It has been established that teaching about religious holidays and practices is acceptable, as long as they are not actually celebrated. Holiday displays are acceptable as long as they do not advance religion and are temporary in nature.

In New Jersey, school sponsored prayers are illegal. They should not occur in the classroom, or as a part of assemblies or extracurricular activities. Policies permitting invocations and
benedictions conducted by the clergy at graduation ceremonies have been held to be a violation of the Establishment Clause of the First Amendment to the Constitution. Federal District Court of the Third Circuit also holds student-initiated prayers at graduation to be illegal, and the Supreme Court has held that a policy permitting student-initiated prayers at football games is illegal.

At the same time, schools cannot forbid individual student expressions of religious belief, as long as such expressions do not constitute harassment aimed at other students.

In regard to secondary schools that receive federal funds only, the Equal Access Act requires pupil-initiated extracurricular groups of a religious nature to have the same access to the use of the school facilities for meeting purposes that is enjoyed by secular groups, in the case that the school has a limited open forum (clubs or activities are not necessarily related to the curriculum).

**Legal References:**

- N.J.A.C. 6A:8-3.1 Curriculum and instruction
- N.J.A.C. 6A:32-8.3(h) School attendance

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


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


*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)


Possible Cross References:
*5113 Absences and excuses
*5127 Commencement activities
*5131 Conduct/discipline
*6115 Ceremonies and observances
*6121 Affirmative action
*6144 Controversial issues
*6161.2 Complaints regarding instructional materials

Board of Education  
Bloomsbury School District  

SUBJECT FIELDS

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

The Board believes this program should focus first on those subjects included in the Core Curriculum Content Standards and the skills emphasized by the Cross-content Workplace Readiness Standards, in addition to those courses mandated by statute.

The Chief School Administrator shall direct development of and present to the Board for adoption a written curriculum for each element of the instructional program for the district to include:
A. All courses mandated by New Jersey statute or administrative code;
B. Such other courses as shall implement the board's intent as expressed in this policy.

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

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

Adopted: 1/1990
Updated: 6/1999; 1/2008
NJSB Update: 5/2006

Monitored:
Indicators 3.1, 3.2, 5.4

Mandated:
N.J.S.A. 18A:7C-5 requires the board to provide each high school pupil and his/her parents/guardians with a copy of the board's policy on graduation.

Legal References:
N.J.S.A. 18A:6-3 Courses in constitution of United States
N.J.S.A. 18A:7C-5 Board of education to provide policy on graduation to students and parents
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
Legal References (continued):
N.J.A.C. 6:8-4.5 Curriculum and instruction
N.J.A.C. 6A:8-5.1 Graduation requirements

See particularly:
N.J.A.C. 6:11-3, -4, -5, -6, -8, -10, -11, -13
N.J.A.C. 6A:9-1.1 et seq. Professional licensure and standards
N.J.A.C. 6A:9-5, -6, -8, -9, -11, -13, -15
N.J.A.C. 6A:14-3.7 Individualized education program
N.J.A.C. 6A:14-4.1 General requirements
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the performance of school districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.2 School-level planning

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

Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex Manual for the Evaluation of Local School Districts

Possible Cross References:
*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

FAMILY LIFE EDUCATION

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

The curriculum, developed under the supervision of the Chief School Administrator (CSA) 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 CSA 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 CSA 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 CSA, shall determine the content, sequence and materials of family life education.

Adopted: 1/1990
NJSB Update: 5/2006

Legal References:
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:32-12.1 Reporting requirements

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


Manual for the Evaluation of Local School Districts
Possible Cross References:
*1220    Ad hoc 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

ENGLISH AS A SECOND LANGUAGE; BILINGUAL/BICULTURAL

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 chief school administrator/CSA 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.

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 CSA 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.

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, s/he 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: 1/1990 (as file code 6141.1)
NJSB Update: 11/2010

QSAC Monitored:
Section 2: Instruction and Program

Other Reasons:
N.J.A.C. 6A:8-4.1 requires administering the statewide assessments to all students, providing appropriate accommodations or modifications when necessary.

N.J.A.C. 6A:15-1.4 requires the board to provide all pupils with limited English proficiency (LEP) and for whom English is a second language (ESL) with the courses and support services necessary to achieve the Core Curriculum Content Standards.

No Child Left Behind also requires the participation of limited English proficient students in statewide assessments with disaggregation of the results to establish English learners adequate yearly progress.

Legal References:
N.J.A.C. 6:3A-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:9-1.1 et seq. Professional Licensure and Standards

See particularly:
N.J.A.C. 6A:9-11.4, -11.5 Bilingual Education
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:30-2.2
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

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

Board of Education
Bloomsbury School District

PHYSICAL EDUCATION AND HEALTH

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

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

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 chief school administrator 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 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 and 8, 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.

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

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

The purpose of the dating violence information is to help prevent dating situations from becoming unsafe and to help educate young people on constructive ways to resolve conflicts in personal relationship.
To be consistent with P.L. 2011, c. 64, school policy, procedures and curriculum will include the following information:
A. Dating violence will not be tolerated;
B. Dating violence reporting procedures;
C. Guidelines for responding to at-school incidents of dating violence;
D. Discipline procedures specific to at-school incidents of dating violence;
E. Warning signs of dating violence; and
F. Information on safe, appropriate school, family, peer, and community resources available to address dating violence shall also be included within the curriculum.

Adopted: 6/1999
Updated: 3/2009; 4/2012
NJSB Update: 6/2011

**Note: Inclusion of policy on dating violence is mandated for grades 7 through 12**

To be consistent with P.L. 2011, c. 64, school policy, procedures and curriculum will include the following information:
A. Dating violence will not be tolerated;
B. Dating violence reporting procedures;
C. Guidelines for responding to at-school incidents of dating violence;
D. Discipline procedures specific to at-school incidents of dating violence;
E. Warning signs of dating violence; and
F. Information on safe, appropriate school, family, peer, and community resources available to address dating violence.

**Other Reasons:**
The comprehensive equity plan must include corrective action plans, as needed, to ensure that all physical education programs, except wrestling practice, are co-educational. All high school offerings in physical education must be examined for balance and equitable facilities and resources.

Boards may continue to allow exemptions from regular physical education for students who are participating in interscholastic athletics or alternative programs of physical education, as long as those students meet the requirements of law and the Core Curriculum Content Standards. Boards should ensure that exempted students are prepared to meet the demands of all state and local assessments.

**Legal References:**

See particularly:
N.J.S.A. 18A:35-5 through -9 Maintenance of physical training courses; features ...
N.J.A.C. 6A:7-1.7  Equality in school and classroom practices
N.J.A.C. 6A:8-3.1  Curriculum and instruction
N.J.A.C. 6A:8-5.1  Graduation requirements
N.J.A.C. 6A:9-5.19  Athletics Personnel
N.J.A.C. 6A:9-11.8  Health and physical education
N.J.A.C. 6A:32-9.1  Athletics Procedures
N.J.A.C. 6A:16-2.1 et seq.  General Provisions for School Health Services

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

Manual for the Evaluation of Local School Districts
The Comprehensive Equity Plan, New Jersey State Department of Education

Possible Cross References:
*2224  Nondiscrimination/affirmative action
*5145.4  Equal educational opportunity
*6121  Nondiscrimination/affirmative action
*6140  Curriculum Adoption
*6141  Curriculum Design/Development
*6142  Subject fields
*6145.1/6145.2  Intramural competition; interscholastic competition
*6146  Graduation requirements

Board of Education
Bloomsbury School District

BASIC SKILLS

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

The Chief School Administrator shall work with the 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; and

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

Adopted: 1/1990
NJSB Update: 5/2006

Other Reasons:
Basic skills are necessary building blocks for achievement of the Core Curriculum Content Standards and should be part of the district’s instructional program.

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

Board of Education
Bloomsbury School District

ARTS

The Chief School Administrator shall ensure that curriculum in the arts, including both visual and performing, are developed appropriately for each grade level.

Adopted: 6/1999
Updated: 3/2009
NJSB Update: 5/2006

Monitored:
Indicators 3.1, 3.2

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

TECHNOLOGY

The Board 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.

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 Chief School Administrator (CSA) 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.

The CSA shall coordinate the district system by approving all activities; 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.

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 stand alone computers. An agreement shall be required. To deny a child access, 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.

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.

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

District Web Site
The Board authorizes the CSA 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 classes may also establish web sites that include information on the activities of that class. The CSA shall oversee these web sites.

The CSA shall publish and disseminate guidelines on acceptable material for these web sites. The CSA 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 CSA shall ensure that parents/guardians are notified about the district network and the rules governing its use. Parents/guardians who do not wish their child(ren) to have access to the Internet must notify the CSA in writing.

Acceptable Use of Technology

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 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.

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.

**Implementation**
The CSA shall prepare regulations to implement this policy.

Adopted: 5/2002
NJSBA Update: 5/2006
**Monitored:**
Indicator 8.1

**Mandated:**
47 U.S.C. 254(h), known as the Children’s Internet Protection Act and the implementing federal regulations, require board policy on acceptable use of the Internet for districts receiving certain federal funds, as well as the installation of blocking software to prevent access to unacceptable areas of the Internet.

No Child Left Behind also requires policy on safe student access to the Internet.

**Other Reasons:**
N.J.S.A. 18A:36-35 prohibits the publication on district web sites of “personally identifiable information” about students without prior written parental consent. “Personally identifiable information” is defined as student names, photos, addresses, email addresses, phone numbers and locations and times of class trips.

This is a topic of critical concern, because technology has important implications for all aspects of district operations.

**Legal References:**
- N.J.S.A. 18A:7A-11 Annual report of local school district; contents; annual report of commissioner; report on improvement of basic skills
- N.J.S.A. 18A:36-35 School Internet websites; disclosure of certain student information prohibited
- N.J.A.C. 6A:10A-1.1 et seq Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts

**See particularly:**
- N.J.A.C. 6A:30-1.1 et seq. United States Copyright Law
- 17 U.S.C. 101 Children’s Internet Protection Act
- 47 U.S.C. 254(h) Children’s Internet Protection Act

Manual for the Evaluation of Local School Districts
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
6162

CAREER 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, 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 cross-content workplace readiness standards shall be infused into the curriculum throughout the grades in age-appropriate activities.

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;
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;
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; and
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;

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 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. The structured learning experiences shall:

A. Have identifiable educational goals which support the CCCS 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.

Career and Technical Education 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 career and 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 6 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 career and technical education programs;
C. For making informed and meaningful occupational choices; and
D. To achieve and combination of the above objectives.

The district Board of Education or institution of higher education responsible for career and 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 career and 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 career and technical education programs’ objectives;
F. Provide academically or economically limited students or students with disabilities, who cannot benefit from regular career and 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 career and technical education programs and services; and
H. Ensure soundness and quality of career and technical instruction by the application of the content standards required by law according to N.J.A.C. 6A:19-6.8.

The Chief School Administrator (CSA) shall seek and use all available state, federal and private sources of revenue for the financial support of career and technical education in this district. The CSA will develop regulations by which the career and technical education program shall be annually evaluated. This evaluation shall consist of the following as defined in N.J.A.C. 6A:19-2.6:
A. An analysis of the achievement of academic competencies of program concentrators and completers;
B. An analysis of the achievement of technical competencies of program concentrators;
C. An analysis of program completion;
D. An analysis of gender equity and student participation in programs leading to nontraditional training and employment;
E. An analysis of placement status of program completers; and
F. A plan to improve each of the program elements if they fall below the specified program performance indicators.

All pupils participating in vocational education programs supervised by this Board or in shared-time programs are considered to be regularly enrolled in the schools of this district, and 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.
N.J.A.C. 6A:19-6.5 requires boards of education operating career and technical programs to organize, adopt and implement a career and technical education safety and health program, including a general policy statement.

N.J.A.C. 6A:26-12.5 requires Boards to establish and implement a specific eye protection policy and program, including procedures to deal with individuals who refuse to abide by safety practices.

Other Reasons:
The state Board adopted the cross-content workplace readiness standards to be infused throughout the curriculum and across all grade levels (see the Core Curriculum Content Standards).

N.J.A.C. 6A:8-2.2 designates the State Board as the sole agency responsible for the administration of The State Plan for Vocational Education. The State Plan for Vocational Education sets out the procedures for state approval of district career and technical programs and lists conditions that could disqualify Boards from receiving state and federal funds for a career and technical program.

N.J.A.C. 6A:8-3.2 describes the Boards responsibility to implement a developmental, comprehensive career guidance and academic program linked to the Core Curriculum Content Standards and infused throughout the K-12 curriculum.

Legal References:
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:54E-1 through -5 Business and school partnerships
N.J.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-2.2 Authority for the state plan for vocational education
N.J.A.C. 6A:8-3.2 Career education and counseling
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:9-1.1 et seq. Professional Licensure and Standards
N.J.A.C. 6A:19-1.1 et seq. Career and technical education programs and standards

See particularly:
N.J.A.C. 6A:19-1.2, -2.1, -2.3, -2.6, -3.1, -5.1, -5.2, -6.1, -6.5, -6.7, -6.8, -10.2
N.J.A.C. 6A:23A-17.4 Method of determining tuition rates for county vocational schools
N.J.A.C. 6A:26-12.1 et seq. Operation and Maintenance of Facilities
N.J.A.C. 6A:26-12.2, -12.5
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-14.1  Review of mandated programs and services

New Jersey Cross-Content Workplace Readiness Curriculum Framework: A Road Map for Learning, NJDOE, http://www.state.nj.us/njded/frameworks/ccwr/ Appendix B

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

Board of Education
Bloomsbury School District

**HIV PREVENTION EDUCATION**

The 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 Chief School Administrator (CSA) 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 school and from elementary to secondary approaches to the material will be appropriate for all pupils.

The CSA 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 CSA. The advisory committee shall be responsible for reviewing the instructional program and all materials to be used and, through the CSA, of recommending same for Board adoption.

The CSA 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.

Upon request, the HIV education curriculum will be made available to parents/guardians for their review. The CSA will establish procedures whereby pupils whose parents/guardians present a signed statement that a designated part of the instruction is in conflict with his/her conscience, morals or religious beliefs will be excused from that part of the curriculum. An alternative educational opportunity shall be provided during the time a pupil is excused from part or the entire program. The alternative educational opportunity will include topics that are not conflict with the parents/guardians beliefs but fall within the same subject area (i.e. comprehensive health education) as the program from which the pupil is excused. There shall be no loss of class credit or credit toward graduation from such an exemption.

The CSA 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 CSA, 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.
*An advisory committee is an effective means used by districts when the law specifies that curriculum be developed through appropriate consultation and participation of groups and individuals.

Adopted: 10/1991
NJSB Update: 10/2009

Other Reasons:

HIV prevention education is included in the comprehensive health and physical education standards. N.J.S.A. 18A: 35-4.19 through –4.22 requires that the board’s family life and HIV/AIDS curricula must stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

N.J.A.C. 6A:8-3.1(d) requires the board to develop procedures to allow students to opt out of instruction in health, family life education or sex education when those lessons are in conflict with their conscience or sincerely held moral or religious beliefs.

No Child Left Behind has further limitations on HIV prevention education. Federal funds cannot be used to develop or distribute products or programs that encourage or promote sexual activity; distribute or aid in the distribution by any organization of obscene materials on school grounds; provide sex education or HIV prevention education unless that instruction is age appropriate and emphasizes abstinence; or operate a program of contraceptive distribution in schools.

Legal References:

N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 26:5e-1 et seq. Acquired Immune Deficiency Syndrome
N.J.A.C. 6A:8-3.1(d) Curriculum and instruction
N.J.A.C. 6A:16-2.1(a)7 Health services policy and procedural requirements
N.J.A.C. 8:61-1.1 et seq. Participation and Attendance at School by Individuals with HIV Infection
N.J.A.C. 12:100-4.2 Safety and Health Stds for Public Employees (Adoption by reference)

29 CFR 19910.1030 - Bloodborne Pathogen Standard


Possible Cross References:
*1220       Ad hoc advisory committees
*4131/4131.1 Staff development; inservice 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
*6300       Evaluation of the instructional program

CURRICULUM GUIDES

The Chief School Administrator (CSA) 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 CSA 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.

Adopted: 3/1990
NJSB Update: 5/2006

**Monitored:**
Indicators 3.1, 3.2

**Other Reasons:**
Curriculum guides should be the basis for development of lesson plans and should ensure that all pupils on the same level of the same subject are being taught the same basic material.

**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

Manual for the Evaluation of Local 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

Board of Education  
Bloomsbury School District

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 that 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, s/he should list these materials in the lesson plan.

The Chief School Administrator shall check lesson plans on a regular basis.

Adopted: 6/1999  
Updated: 3/2009  
NJSB Update: 5/2006

Monitored:  
Indicator 3.2

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

Manual for the Evaluation of Local School Districts

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

CONTROVERSIAL ISSUES

The school provides opportunities for the study of controversial issues.

The presentation and discussion of controversial issues in the classroom must be on an informative basis. Teachers must guard against giving their personal opinions on sectarian or political questions or any other controversial issues until the pupils have had the opportunity to:

A. Find, collect, and assemble factual materials on the subject;
B. Interpret the data without prejudice;
C. Reconsider assumptions and claims; and
D. Reach their own conclusions.

By refraining from expressing personal views before and during the period of research and study, the teacher encourages the pupils to search after truth and to think for themselves. The development of an ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled, and weighed and relationships seen before drawing inferences or conclusions is among the most valuable outcomes of a free educational system. 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. Any discussion of controversial issues in the classroom shall be conducted in an unprejudiced and dispassionate manner designed to foster a spirit of inquiry. Such discussion shall not:

A. Disrupt the educational process;
B. Fail to match the maturity level of the pupils;
C. Be unrelated to the goals of the board and the appropriate curriculum guide;
D. Present any one opinion as definitive.

If teachers wish to supplement the course guide with material that may be of a controversial nature, i.e., subject to interpretation as obscene, profane, doctrinaire or inappropriate, each in relation to the maturity level of the class, they should review the material with the Chief School Administrator (CSA) first. In doubtful cases, the CSA may present the matter for Board consideration. The building CSA 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.

In determining speakers to be invited for a class or school wide program, the teacher must consider whether:

A. The speaker is controversial for any reason;
B. The topic is controversial, or sensitive, or known to arouse strong community feelings;
C. The proposed speaker would gain an advantage by having a "captive" audience.
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).

Adopted: 2/1993
NJSB Update: 2/2010

**Other Reasons:**

N.J.S.A. 18A:36-34 requires prior written informed consent from parents/guardians before the district can administer any academic or nonacademic survey that would reveal student information on a list of forbidden topics.

It is advisable to have a policy stating board philosophy on dealing with controversial issues in the classroom.

**Legal References:**

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

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


**Possible Cross References:**

- *1312 Community complaints and inquiries
- 5145 Rights
- *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

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

Good Disciplinary Standing
A. When a pupil already participating in an extracurricular activity is reported for an infraction of the rules for pupil conduct, the CSA 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 CSA 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 Grades 5 through 8, means successful completion of the previous year's requirements, with no failures. Continuing good academic standing requires maintenance of passing grades in all subjects during the current year.

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

Attendance
The district's attendance policy shall also apply.

Implementation
The CSA 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 affirmative action/equity requirements.

Participation in academically related coaching or tutoring groups may be exempt from the eligibility requirement at the CSA's discretion.

Adopted: 3/1990
NJSB Update: 12/2006

Monitored:
Indicator 8.1

Mandated:
20 U.S.C.A. § 4071 - 4074, the Equal Access Act, mandates district policy on equal access for high school students to a limited open forum. Applies only to districts with a high school. Boards with secondary schools should consult the board attorney regarding their responsibilities under the federal equal access law.

Other Reasons:
N.J.A.C. 6A:8-3.2(d)2 refers to cocurricular or extracurricular activities as one of several possible structured learning experiences that fulfill the requirement for career awareness and exploration described in the Core Curriculum Content Standards.
**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:5-20** 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:9-5.19** Athletics personnel
- **N.J.A.C. 6A:16-2.2** Required health services
- **N.J.A.C. 6A:30-1.1 et seq.** Evaluation of the Performance of School Districts
- **N.J.A.C. 6A:32-9.1 et seq.** Athletics Procedures
- **N.J.A.C. 6A:32-14.1** Review of mandated programs and services


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


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

NJSIAA Constitution, Bylaws, Rules and Regulations

**Possible Cross References:**

- **1210** Community organizations
- **1320** Participation in out-of-school community activities
- **1322** Contests for pupils
- **2224** Nondiscrimination/affirmative action
- **3453** School activity funds
- **5113** Absences and excuses
- **5126** Awards for achievement
- **5131** Conduct/discipline
- **5136** Fund-raising activities
- **5145.4** Equal educational opportunity
- **6010** Goals and objectives
- **6142** Subject fields
- **6142.5** Travel and exchange programs
- **6145.1/6145.2** Intramural competition; interscholastic competition
- **6145.5** Student organizations
- **6146** Graduation requirements
- **6153** Field trips

*Indicates policy is included in the Critical Policy Reference Manual.*
INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

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

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

The Board shall approve all proposed interscholastic competition, either as a schedule or as a discrete event, whichever is appropriate. The Board must approve membership in any leagues, associations and conferences, and any agreements with other schools for a series of games or events. Contests of any kind shall be approved by the Chief School Administrator (CSA).

The Board shall appoint coaches, advisors, physicians and other necessary supervisory personnel upon recommendation of the CSA. The CSA 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 the district takes 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 Absences and Excuses. In particular, a pupil shall not participate in a performance, exhibition, practice or athletic event unless s/he 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 CSA shall decide at the end of a probation or suspension whether the pupil may return to practice and competition.
Special Education Pupils
To participate in interscholastic competition, special education pupils must meet the same requirements listed above in conformity with IEPs.

Physical Eligibility
All pupils in grades five through eight 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 by the district's medical officer or designated team doctor. Examinations shall be made available throughout the school year consistent with the district athletic schedule. If requested by the parents/guardians, the medical examination may be given by another licensed physician, but must be reported to the district medical officer on a form furnished by the district and, as a minimum, include the content adopted by the Board. 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 CSA shall present to the board for adoption procedures for administration of the required medical examination. The procedures for the medical examination to determine the fitness of a pupil to participate in athletics shall include a form for a medical history to be filled out and returned by a parent/guardian and a form to be filled out by the examining physician.

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

A. A medical history questionnaire, completed by the parent/guardian of the pupil, to determine if the pupil:
   1. Has been medically advised not to participate in any sport, and the reason for such advice;
   2. Is under a physician's care and the reasons for such care;
   3. Has experienced loss of consciousness after an injury;
   4. Has experienced a fracture or dislocation;
   5. Has undergone any surgery;
   6. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;
   7. Has allergies including hives, asthma and reaction to bee stings;
   8. Has experienced frequent chest pains or palpitations;
   9. Has a recent history of fatigue and undue tiredness;
  10. Has a history of fainting with exercise;
  11. Has a history of family members dying suddenly.
B. A physical examination which shall include, as a minimum, no less than:
   1. Measurement of weight, height, and blood pressure;
   2. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
   3. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
   4. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum and gross hearing loss;
   5. Examination of the nose to assess the presence of deformity which may affect endurance;
   6. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
   7. Examination of chest contour;
   8. Auscultation and percussion of the lungs;
   9. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
   10. Assessment of the abdomen with attention to the possible presence of heptamegaly, 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 CSA.

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 CSA 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 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 school of this district and that poor sportsmanship will be disciplined.

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

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

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

Adopted: 3/1990
NJSB Update: 3/2011

Monitored:
Indicator 8.1

Mandated:

N.J.A.C. 6A:32-9.1(c) requires the board to adopt and review annually a policy on emergency medical procedures for all practice sessions and competitive athletic events. The policy should be disseminated to appropriate personnel.

N.J.A.C. 6A:32-9.1(f) requires policy on the content and procedures for administering the medical examination.

Other Reasons:
N.J.S.A. 18A:40-41 requires school districts to distribute a pamphlet each year developed by the New Jersey Department of Education, providing information on sudden cardiac death.

N.J.S.A. 5:17-1 et seq. allows school boards or youth sports team organizations to establish an athletic code of conduct; describes possible penalties for it violation; describes process by which the Attorney General will develop a model athletic code of conduct.

N.J.A.C. 6A:16-2.2(h) 1 requires the board to ensure that students receive medical examinations prior to participation on a school sponsored interscholastic or intramural athletic team or squad and describes the components of the exam.

The multi-year equity plan must ensure that the district's athletic program accomplishes the following:
1. Provides equitable opportunities for female and male pupils to participate in athletics;
2. Ensures relatively equal numbers of varsity and sub-varsity teams for male and female pupils;
3. Ensures equitable scheduling of night games, practice times and numbers of games for male and female teams;
4. Provides equitable cheerleading support for male and female teams;
5. Provides comparable facilities for male and female teams.
It is advisable to develop training regulations to ensure continuing physical fitness of those participating in extracurricular athletics.

Academic and artistic competitions also must be addressed. All three types of competitive activity require funding, transportation of pupils, etc.

**Legal References:**

- **N.J.S.A. 5:17-1 et seq.** Athletic code of conduct permitted; “youth sports event” defined
- **N.J.S.A. 18A:11-3** Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
- **N.J.S.A. 18A:26-2.1 et al.** Supervisory certificate required for appointment as director of athletics
- **N.J.S.A. 18A:36-20** Discrimination; prohibition
- **N.J.S.A. 18A:40-41** Pamphlet on sudden cardiac death
- **N.J.S.A. 18A:40A-1 et seq.** Substance abuse

**See particularly:**

- **N.J.S.A. 18A:40A-9, -10, -11** School orchestra not to compete with civilian musicians; exceptions
- **N.J.S.A. 18A:42-2** Accident insurance for pupils authorized
- **N.J.A.C. 6A:7-1.4** Responsibilities of the district board of education
- **N.J.A.C. 6A:7-1.7** Equality in school and classroom practices
- **N.J.A.C. 6A:9-5.19** Athletics personnel
- **N.J.A.C. 6A:16-1.4(a)6** District policies and procedures
- **N.J.A.C. 6A:16-2.1 et seq.** General Provisions for School Health Services
- **N.J.A.C. 6A:16-2.2**
- **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.** Athletic Procedures
- **N.J.A.C. 6A:32-14.1** Review of mandated programs and services

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


NJSIAA Constitution, Bylaws, Rules and Regulations

Manual for the Evaluation of Local School Districts

The Comprehensive Equity Plan, New Jersey State Department of Education
Possible Cross References:
*1322   Contests for pupils
1500   Relations between area, county, state, regional and national associations and the district
*3250   Income from fees, fines, charges
*3453   School activity funds
3530   Insurance management
*3541.31   Privately owned vehicles
4143   Certified Personnel: Extra pay for extra work
*5125   Pupil records
*5126   Awards for achievement
*5131   Conduct/discipline
*5141.1   Accidents
*5141.3   Health examinations and immunizations
5143   Insurance
*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

Board of Education
Bloomsbury School District

PUBLICATIONS

The Board of Education sponsors pupil publications as important elements of the instructional program. Pupils are encouraged to develop skills of written and verbal communication and to exercise the right to express their opinions freely and responsibly.

The rights of free speech, and free expression of pupils in public schools pursuant to the First Amendment, are not automatically coextensive with the rights of adults in other settings and shall be applied in light of the special characteristics of the school environment. The Board of Education reserves the right to exercise prepublication control over school-sponsored publications through administrative staff and faculty. Pupils shall have the right to appeal the exercise of censorship by school district staff to the Board of Education.

Pupil expression may be restricted, if it can be determined that such expression is inconsistent with the basic educational mission of the school district and when censorship action is reasonably related to legitimate educational concerns.

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 Chief School Administrator. 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: 3/2000
Revised/Updated: 3/2009
NJSB Update: 5/2006

Other Reasons:

N.J.S.A. 18A:36-35 prohibits the publication on district web sites of “personally identifiable information” about students without prior written parental consent. “Personally identifiable information” is defined as student names, photos, addresses, e-mail addresses, phone numbers and locations and times of class trips.

It is important to inform the district educational community of board expectations for student publications.

The U. S. Supreme Court decision in Hazelwood indicated that boards should use policy to convey the standards expected of school-sponsored 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.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards

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

Possible Cross References:
5145 Rights
5145.2 Freedom of speech/expression

PROMOTION / RETENTION

The Board 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 Chief School Administrator shall direct development of and the Board shall adopt detailed regulations to govern progress of pupils in Grades PreK through 8. 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; and
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 CSA will develop criteria to determine eligibility of an advanced progression. The final decision in all cases will rest with school authorities.

Adopted: 12/1991
NJSB Update: 5/2006

Monitored:
Indicators 1.1, 2.1, 2.2, 2.3

Mandated:
N.J.S.A. 18A:35-4.9 requires adoption of policies and procedures on pupil promotion and remedial services.

Other Reasons:
For purposes of meeting the requirements of No Child Left Behind, rates of promotion and retention can be important indicators of adequate yearly progress.
Legal References:
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
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851
Manual for the Evaluation of Local School Districts

Possible Cross References:
*5113    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
  6146.1  Acceleration
*6147    Standards of proficiency
*6147.1  Evaluation of individual student performance
*6171.1  Remedial instruction
*6171.3  At-risk and Title I

STANDARDS OF PROFICIENCY

The Chief School Administrator (CSA), 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 those Core Curriculum Content Standards 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 CSA 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: 3/1990
NJSB Update: 5/2006

Monitored:
Indicators 1.1, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3

Mandated:
N.J.S.A. 18A:35-4.9 requires boards to adopt policy on pupil proficiencies required for promotion or course credit.

Other Reasons:
No Child Left Behind requires any district that receives Title 1 funds to use state assessments and any locally determined assessments or indicators to annually review the progress of each Title 1 school to determine whether the school is making adequate yearly progress. To achieve AYP, all identified student groups (as described in the legal reference pages for file code 6146 Graduation Requirements) must meet the statewide achievement goal, or the percentage of non-proficient students must be reduced by at least 10% with the group showing improvement on other academic indicators. At least 95% of each student group must participate in state assessments. Further requirements are placed on schools that fail to achieve AYP for two consecutive years.
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:7F-29 Academic achievement reward program
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:8-1.1, -1.3,-2.1, -4.1, -4.4, -5.1
N.J.A.C. 6A:10A-1.1 et seq. Improving Standard-Driven Instruction and Literacy and Increasing Efficiency In Abbott School Districts
N.J.A.C. 6A:14-4.11 Statewide assessment
N.J.A.C. 6A:15-1.1 et seq. Bilingual Education
N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the CCCS
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 et seq. Annual Reporting and Planning Requirement
N.J.A.C. 6A:32-13.1 et seq. Student Behavior
N.J.A.C. 6A:32-14.1 et seq. State and Federally Mandated Programs and Services


Possible Cross References:
*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
*6171.1 Remedial instruction
*6171.3 At-risk and Title 1
*6300 Evaluation of the instructional program

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading
The Chief School Administrator, (CSA) in consultation with the teaching staff, shall develop a marking system to be used uniformly throughout the school. 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 CSA, 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 CSA 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;
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; and
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, sex, affectional or sexual orientation, ancestry, national origin or social or economic status.

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded to the CSA's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the CSA shall obtain written consent from parents/guardians or the students being surveyed at least 2 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.
Monitored:
Indicators 1.1, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3

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.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:10A-3.1 et seq School districts-led standards-based instruction
N.J.A.C. 6A:16-1.4(c) District policies and procedures
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-7.1 Student Records
N.J.A.C. 6A:32-12.2 School-level planning

34 CFR 98 Protection of Pupil Rights


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

Manual for the Evaluation of Local School Districts

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

Board of Education  
Bloomsbury School District

CLASS SIZE

The Chief School Administrator shall recommend for Board approval the number of class sections for each course or grade level. S/he shall take into consideration such factors as student needs, curriculum requirements, types of instructional setting, district finances and space or equipment limitations.

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

Adopted: 3/2000  
Revised/Updated: 3/2009  
NJSB Update: 5/2006

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 Authority for educational goals and standards  
N.J.A.C. 6A:10A et seq. Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts

See particularly:
N.J.A.C. 6A:14-4.7 Program criteria: special class programs, secondary and vocational rehabilitation  
N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum Content Standards  
N.J.A.C. 6A:26-2.1 et seq Long-Range Facilities Plans  
N.J.A.C. 6A:32-8.2 School enrollment  
N.J.A.C. 6A:32-8.3 School attendance

Manual for the Evaluation of Local School Districts

Possible Cross References:
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

FIELD TRIPS

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

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

The Board of Education shall consider field trips that 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 must have written parental permission. Parents will be notified in advance of all field trips.
   - A signed general permission form, issued by the school office, will permit students to accompany their physical education class to the Borough Park as deemed appropriate by the teacher and administration.
   - For individual class field trips, the teacher in charge will issue a specific permission form.
   - For all other multi-class/grade field trips, a specific trip permission form will be issued by the office.

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 may bear some expenses of field trips included in the curriculum guides per budgetary constraints. Monies from the Student Activity Fund may be used to cover admission costs. Parents/guardians may be asked to bear other expenses associated with field trip excursions. No pupil is to be denied the right to participate because of inability to pay.

The CSA 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.
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 in Grades 5 through 8 who have the capability for self-administration of medication (as determined on a case-by-case basis through nurse evaluation). 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: 3/1990
NJSB Update: 5/2006

Mandated:
N.J.A.C. 6A:27-1.1(b) requires policy and procedures governing transportation of pupils to and from school-related activities.

Other Reasons:
N.J.S.A. 18A:36-21 permits boards to authorize trips for which parents/guardians will bear all the costs, except for special education pupils and pupils with financial hardship. N.J.S.A. 18A:36-23 provides that no pupil may be excluded because of inability to pay.

N.J.S.A. 18A:36-35 prohibits the publication on district web sites of “personally identifiable information” about students without prior written parental consent. Posting the locations and times of class trips is included in this prohibition.

N.J.S.A. 18A:40-12.3 provides for pupil self-administration of medication for asthma or other potentially life-threatening illnesses.

It is advisable to have a policy statement addressing the kinds of field trips the board will sponsor; who will pay which costs; and responsibility for approval.

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

Manual for the Evaluation of Local School Districts

Possible Cross References:

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<th></th>
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</tr>
<tr>
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<td>School-connected organizations</td>
</tr>
<tr>
<td>*3450</td>
<td>Money in school buildings</td>
</tr>
<tr>
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<td>Privately owned vehicles</td>
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<tr>
<td>*5020</td>
<td>Role of parents/guardians</td>
</tr>
<tr>
<td>*5136</td>
<td>Fund-raising activities</td>
</tr>
<tr>
<td>*5141.21</td>
<td>Administering medication</td>
</tr>
<tr>
<td>*6145</td>
<td>Extracurricular activities</td>
</tr>
<tr>
<td>*6154</td>
<td>Homework/makeup work</td>
</tr>
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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

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


Possible Cross References:
*1312 Community complaints and inquiries
5145 Rights
*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

FITNESS WALKS

The board of education recognizes that children must be encouraged to exercise in order to combat obesity and the consequences of obesity. In order to promote healthy exercise habits, the board recognizes that fitness walks are an important ingredient in the instructional program of the school.

For purposes of this policy, a fitness walk shall be defined as an on-foot journey by a group of pupils, which starts and ends at the school grounds, under the supervision of a teacher, aide, or substitute, for the purpose of providing the students with outdoor exercise. The board shall consider all fitness walks that are conducted in connection with a class for physical education to have been approved in advance. All fitness walks conducted outside of this definition must be approved in advance by the Chief School Administrator (CSA).

Parental notification and written parental permission are required for each student who participates in a fitness walk; both shall be supplied in advance.

The following guidelines apply to any fitness walk:

A. Acceptable Fitness Walk routes will be approved by the CSA in advance and will be kept on file. Aide(s) and/or substitute(s) supervising the fitness will confer with the CSA on the precise route and destination of the walk, which will be confined to the Borough of Bloomsbury. Alternate routes, specific to a curriculum-based need, may be designed in conjunction with the CSA.

B. Fitness walks shall not take place in inclement weather, which includes any weather that decreases visibility or creates unsafe walking conditions, such as fog, rain, snow, sleet, or ice.

C. Each student shall wear appropriate footwear, defined as closed shoes with a runner sole and a heel of appropriate walking height. Any student who does not have appropriate footwear will be placed under the supervision of another teacher, as determined by the CSA.

D. Pupil safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones when circumstances allow. Fitness walks shall only take place if adequate supervision is available.

E. When multiple adults are present to accompany students on a fitness walk, they shall be dispersed among the students with one adult following the students, thus providing maximum supervision and oversight of the students.

Administration of Medication
On fitness walks, the board shall permit self-administration of medication for asthma or other potentially life-threatening illness by pupils in grades First through Eighth. All conditions established by law and board policy shall be met (see policy 5141.21).
Epinephrine shall be administered via epi-pen to students in emergencies by the fitness walk supervisor (if certified) or the student himself/herself, in accordance with policy 5141.21, Administering Medication.

Adopted: 01/2007
NJSBA update: not applicable

Other Reasons:
N.J.S.A. 18A:40-12.3 provides for pupil self-administration of medication for asthma or other potentially life-threatening illnesses.

Legal References:
N.J.S.A. 18A:36-35 School Internet web sites; disclosure of certain student information prohibited
N.J.S.A. 18A:40-12.3 through -12.4 Self-administration of medication by pupils; conditions …
N.J.S.A. 18A:40-12.5 Policy for emergency administration of epinephrine to public school pupils
N.J.S.A. 18A:40-12.6 Administration of epinephrine; primary responsibility; parental consent

Possible Cross References:
1210 Community organizations
*1230 School-connected organizations
*5141.21 Administering medication
*6145 Extracurricular activities
HOMEWORK/MAKEUP WORK

The 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 general, 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, s/he will receive an "incomplete" for the marking period. Pupils will be given an appropriate amount of school days following the end of the marking period to make up the missed work.

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 s/he has missed and citing the consequences mentioned above.

Adopted: 4/1990
NJSB Update: 5/2006

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

INSTRUCTIONAL PLANNING/SCHEDULING

The Chief School Administrator (CSA) 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 CSA shall ensure that teaching staff adapt their instructional methods and arrangements to meet identified pupil needs and encourage maximum individual progress.

The CSA 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.

Adopted: 4/1990
NJSB Update: 5/2006

Other Reasons:
The diverse learning styles and needs of pupils require careful attention to scheduling and methodology.

*Aguilar v. Felton* which required that publicly funded services to nonpublic school pupils be delivered in appropriate publicly provided facilities has been overturned by the 1997 *Agostini v. Felton* decision.
Legal References:
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:46-19.5 Consent of parent or guardian; location of provision of services
N.J.S.A. 18A:46A-5 Consent of parent or guardian; location
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments
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:26-12.1 et seq. Operation and Maintenance of Facilities


Possible Cross References:
*2224 Nondiscrimination/affirmative action
*4113/4114 Assignment; transfer
*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

Board of Education
Bloomsbury School District

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 Chief School Administrator to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence of such materials is ensured among the grades. Staff assignments shall comply with this directive.

When a school fails to achieve adequate yearly progress as defined by the state for 2 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 pupils.

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 pupil instruction and teachers assistance in selecting and using learning resources.

Adopted: 5/1992
NJSB Update: 5/2006

Monitored:
Indicator 8.1

Mandated:
Federal law requires boards receiving federal funds for supplementary/compensatory educational programs to have written policy ensuring equivalency of staffing, equipment and supplies in all schools of the district. This is to preclude the district's using federal funds in any of its schools to make up for lack of proper distribution of its 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
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Manual for the Evaluation of Local School Districts (June 1993)

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
*6171.4 Special education

GUIDELINES FOR EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

The Board of Education believes that textbooks should support and enrich the curriculum and make possible achievement of the district's instructional goals. The Chief School Administrator (CSA) 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 that 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 that shall reflect the consensus of the teaching staff;
C. Provide an opportunity for public inspection of the recommended text.

The CSA shall develop administrative rules outlining a procedure for the selection of instructional materials that meet 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 is not required and alternative education to be provided:

A. The Board, by law, will allow pupils to refuse to participate in animal dissection.
B. The Board will offer an alternate education program for a course or portion of a course involving dissection of animals.
C. A public school pupil from kindergarten through Grade 8 may refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.
D. “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.
E. "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.

F. 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.

G. 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.

H. 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: 4/1990
NJSB Update: 5/2006

**Monitored:**
Indicator 8.1

**Other Reasons:**

**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
P.L. 2005, c. 266 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. 6:20-6.1 et seq. Purchase and loan of textbooks
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Manual for the Evaluation of Local School Districts (June 1993)
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
*6142.1 Family life education
*6144 Controversial issues
*6161.2 Complaints regarding instructional materials
*6163.1 Media center/library

COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS

It is recognized 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 Chief School Administrator shall develop procedures to give careful consideration to such requests, suggestions or complaints. These procedures must provide that:

A. All such requests, suggestions or complaints be in writing;
B. Whenever possible the process be initiated and solved at the lowest effective level;
C. District response be courteous and prompt; and
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: 4/1990 (as Policy 6161.11
NJSB Update: 5/2006

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


See particularly:
Manual for the Evaluation of Local School Districts

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

COMMUNITY RESOURCES

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.

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.

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

Adopted: 4/1990
NJSB Update: 12/2006

Monitored:
Indicators 1.1, 1.2

Mandated:

N.J.A.C. 6A:16-4.1 requires development of policies and procedures for evaluation, referral for treatment and discipline of students whose use of alcohol or other drugs has affected their school performance and for students who consume or are suspected of being under the influence of drugs/alcohol in school or at school functions. Policy adoption and implementation shall include cooperation with local agencies.

N.J.A.C. 6A:16-4.2 requires general review of those policies and procedures that includes input from the community. Additionally, it is required that the adopted policies and procedures be disseminated annually to all staff, students and parents.

Other Reasons:
Community involvement is required in development of substance abuse policies and Title 1 programs, and is recommended for HIV prevention education, family life programs, programs for the disabled, etc.
**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:16-1.1 et seq.**  Programs to Support Student Development

**See particularly:**

**N.J.A.C. 6A:16-4.1,-4.2**

**N.J.A.C. 6A:30-1.4**  Evaluation process for the annual review

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

Manual for the Evaluation of Local School Districts

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*Indicates policy is included in the Critical Policy Reference Manual.*
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 program administered by the United States Department of Education, if the survey (analysis or evaluation) is designed to reveal information on any of the following:

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

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

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

Prior approval of the Chief School Administrator (CSA) 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 CSA 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 reasonable period of time if substantive change is made to policy and regulations.
The public shall also be informed of specific or approximate dates, if known, when surveys may be administered.

Adopted: 3/2009  
Revised/Updated: not applicable  
NJSB Update: 5/2006  

Mandated:  
No Child Left Behind requires boards to involve parents/guardians in the development and adoption of policies on the following:  
A. The right of parents/guardians to inspect, upon request, a survey created by a third party before it is administered or distributed by a school to students; and  
B. Arrangements to protect student privacy (including the right of parents/guardians to inspect the survey, upon request) in the administration of any survey if it contains one or more of the eight items listed below.

Although written consent to participate in the survey is not required if it is not funded by the U.S. Department of Education (USDOE), parents/guardians must be given the right to opt their child out of a survey that solicits information in any of the eight protected areas.

Other Reasons:  
In addition, NCLB amended the Protection of Pupil Rights Amendment (PPRA) provisions pertaining to surveys “funded in whole or in part by any program administered by the USDOE.” Schools and contractors must now obtain prior written permission (active consent) from parents/guardians before minor students are required to take part in any USDOE-funded survey, analysis, or evaluation that reveals information concerning:  
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).

N.J.S.A. 18A:36-34 also requires prior written informed consent from a student’s parent/guardian and availability for inspection for participation in any “academic or nonacademic survey, assessment, analysis or evaluation” that would reveal information about the same protected areas, but the state list omits “religious practices” and adds “social security number.”

N.J.A.C. 6A:16-1.4(c) requires each board of education that engages in student testing, studies or surveys shall assure that its procedures and materials meet federal requirements in the Protection of Pupil Rights Amendment.

Financial penalties are possible for violations of these provisions.
This can be a topic of great concern to the community.
Legal References:
N.J.S.A. 18A:36-34  Written approval required prior to acquisition of certain survey information from students
N.J.A.C. 6A:16-1.4  District policies and procedures
20 U.S.C.A. 1232g  Family Educational Rights and Privacy Act
20 U.S.C.A. 1232h  Protection of Pupil Rights Amendment


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

BOARD OF EDUCATION

The district's library 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 Chief School Administrator (CSA) has final responsibility for the selection of library materials by professionally trained personnel - librarian/library aide and teachers. Requests from faculty and pupils shall be given consideration.

In selecting materials to recommend for purchase, the librarian/library aide 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 library 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 CSA shall develop and present for Board approval a library program to provide necessary space, personnel and material to implement this policy.

Adopted: 4/1990
NJSB Update: 5/2006

Legal References:
N.J.A.C. 6A:9-13.14 School library media specialist
N.J.A.C. 6A:9-13.15 Associate school library media specialist
N.J.A.C. 6A:9-13.16 Professional librarian


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

Board of Education  
Bloomsbury School District

INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION PUPILS

The 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 Chief School Administrator (CSA) 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 CSA shall report to the Board on their implementation.

Adopted: 4/1990
NJSB Update: 11/2010

QSAC Monitored:
Section 3: Governance
**Other Reasons:**
Administrative code requires the board to establish and implement a coordinated delivery system in each school building for intervention and referral of non-classified students who are experiencing difficulties.

This may be done through a "pupil assistance committee" or by some other appropriate multidisciplinary team approach.

**Legal References:**
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

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 Chief School Administrator in consultation with teaching staff members s/he 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 shall encourage the visits of educational and occupational representatives.

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: 4/1990
NJSB Update: 5/2006

Monitored:
Indicator 5.3

Mandated:
N.J.A.C. 6A:16-4.1(c)6 requires the district substance abuse policy to include provision for a program of instruction, counseling and related services while student is receiving medical treatment for a dependency problem.

Other Reasons:
N.J.A.C. 6A:8-3.2 requires the board to provide a comprehensive guidance and counseling system to facilitate career awareness and exploration.

N.J.A.C. 6A:32-13.3 requires the district to provide all pupils with a board-approved program of guidance and counseling 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: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:
N.J.A.C. 6A:9-13.2 Substance awareness coordinator
N.J.A.C. 6A:9-13.7 Director of school counseling services
N.J.A.C. 6A:9-13.8 School counselor
N.J.A.C. 6A:10A-3.1 et seq. School district lead standards-based instruction
N.J.A.C. 6A:10A-4.1 et seq. Role of the Abbott district board of education
N.J.A.C. 6A:14-3.4 Evaluation
N.J.A.C. 6A:16-4.1 Adoption of policies and procedures for the intervention of student alcohol and other drug abuse
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-7.1 et seq. Student Records
N.J.A.C. 6A:32-13.3 Guidance and counseling

Manual for the Evaluation of Local School Districts

Possible Cross References:
5000 Concepts and roles in pupil personnel
*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

CHILD STUDY TEAM

The Board of Education shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The Chief School Administrator (CSA) 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 CSA 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 educationally handicapped 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 may 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 handicapped, 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 which will ensure the involvement of the pupil's family and the provision of counseling and assessment services, so as to determine the causes of the pupil's disruptive behavior. A request for pre-referral intervention 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.

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: 4/1990
NJSB Update: 5/2006

**Other Reasons:**

N.J.A.C. 6A:14-1.1(d)2 requires the board to provide a system of free, appropriate special education and related service to students with disabilities that is administered, supervised and provided by appropriately certified professional staff members.

**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:9-13.5 School social worker
N.J.A.C. 6A:9-13.6 Speech-language specialist
N.J.A.C. 6A:9-13.7 Director of school counseling services
N.J.A.C. 6A:9-13.8 School counselor
N.J.A.C. 6A:9-13.9 School psychologist
N.J.A.C. 6A:9-13.10 Learning disabilities teacher-consultant
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:32-14.1 Review of mandated programs and services
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

SPECIAL INSTRUCTIONAL PROGRAMS

The regular curriculum of the district's school 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 handicapped
H. Those with limited English proficiency
I. The disruptive

Adopted: 5/1990
NJSB Update: 5/2006

Mandated:
N.J.S.A. 18A:35-4.9 requires adoption of policies and procedures on remedial services for pupils not meeting district promotion standards.

Legal References:

See particularly:
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

Manual for the Evaluation of Local School Districts
**Possible Cross References:**

*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

REMEDIAL INSTRUCTION

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

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

All parents/guardians shall be notified in writing of a pupil's need for a 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 CSA 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: 5/1990
NJSB Update: 5/2006

Mandated:
N.J.S.A. 18A:35-4.9 requires adoption of policies and procedures on remedial services for pupils not meeting district promotion standards.

Legal References:

See particularly:
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

Manual for the Evaluation of Local School Districts
Possible Cross References:
*4138.2 Certified Personnel: Private tutoring
*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

GIFTED AND TALENTED

The Chief School Administrator shall develop and the Board shall approve criteria for identifying all gifted and talented students in Kindergarten through Grade 8. 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 pupil as well as the capacity of a gifted pupil 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 pupils be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children.

The CSA shall coordinate development of criteria to identify gifted and/or talented pupils and present them to the board for approval.

S/he shall devise indicators of achievement to evaluate success of each program presented to the Board for adoption.

Adopted: 5/1990
NJSB Update: 5/2006

Monitored:
Indicators 3.4, 8.1

Legal References:
N.J.S.A. 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

N.J.S.A. 18A:61C-1 Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope

N.J.S.A. 18A:61C-4 Program providing college credit courses for high school students on high school campuses; establishment

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
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-14.1 Review of mandated programs and services
Manual for the Evaluation of Local School Districts

Possible Cross References:
*6010 Goals and objectives
*6121 Nondiscrimination/affirmative action
*6171 Special instructional programs

Board of Education
Bloomsbury School District

AT-RISK AND TITLE 1

The 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.

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 Bloomsbury Elementary School (District code 043) directs the Chief School Administrator (CSA) 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 Bloomsbury Elementary School directs the CSA 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 - The Bloomsbury Elementary 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 non-state 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 CSA 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 CSA 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: 11/1989
NJSB Update: 11/2010

Mandated:
A. Federal/state law requires the following policy statements ensuring:
   1. Equivalence among schools in teachers, administrators, and other staff; and
   2. Equivalence among schools in the provision of curriculum materials and instructional supplies

B. Further, according to No Child Left Behind, districts having Title I programs must develop a parental involvement policy. Parents of children in the programs must be involved in its development, must agree with it, and must receive copies of it. Each school must also have a parental involvement policy with the same conditions. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. If the district (and schools) has a parental involvement policy that applies to all parents, that policy may be used and amended if necessary to meet federal requirements. (See File Code 5020 Role of parents/guardians).

C. Policy is required ensuring equivalence among schools in teachers administrators and other staff. Written policy is also required ensuring equivalence among schools in the provision of curricular materials and instructional supplies.
**Other Reasons:**
Federal law requires a district receiving Title 1 funds to convene annually a public meeting to discuss with parents/guardians of all eligible children the programs and activities to be/being provided by those funds.

In addition, to receive Title 1 funds, the district must assure maintenance of effort, supplement not supplant (federal funds to state and local funds), and comparability of services among schools and grades.

**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:32-14.1 Review of mandated programs and services

- Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297)

Manual for the Evaluation of Local School Districts

**Possible Cross References:**
- *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

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 individualized education program (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 special review assessment (SRA).

Educationally disabled pupils meeting the standards for graduation according to N.J.A.C. 6A:14-4.12 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 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 –7.6.

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 Policy 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 Chief School Administrator (CSA) shall prepare written procedures for identifying those pupils ages 3 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 3.

Activities 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 criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

**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 s/he has been identified as having 1 or more of the 14 categories of disability described in the administrative code, and the disability adversely affects the pupil’s educational performance.

The CSA 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 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 3 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 3 information regarding services available through other state, county and local agencies.

The CSA shall ensure that the district’s special education programs comply with the law in every respect, including fiscal regulations and reports.
The CSA 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 CSA 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 3 through 21

In order to achieve the district’s goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4. 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 CSA 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. Meetings with parents will not be held individually.

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

5. Mediation when disputes arise during any stage of the special education process that cannot be settled between the original parties.

6. 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.

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 s/he 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 IEP 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 CSA/designee shall attempt to ensure parental participation, including the use of individual or conference telephone calls. Electronic conference equipment will only be utilized in extenuating circumstances, as determined by the CSA.

Documentation shall be maintained of all attempts to secure parent/guardian participation.

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

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

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

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 CSA 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 that cannot be settled between the original parties. A due process hearing may be initiated by the Board of education, a parent/guardian or adult pupil;

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

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 s/he requires.

The CSA 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 shall be 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 student shall be educated in the school s/he 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 of 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 CSA to establish and implement the required procedural safeguards.

Procedural safeguards shall include the following:

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 that cannot be settled between the original parties.

The CSA shall ensure that the district’s special education programs comply with the law in every respect, including fiscal regulations and reports.
These procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the administrative code dealing with parental notification, consent and involvement, including determination of the parents/guardians’ dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf.

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

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 CSA shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. After the plan has been approved by the Board of Education and the county superintendent, the CSA 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.

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 CSA or designee shall gather and make available to parents/guardians of disabled children below the age of 3 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 CSA shall develop and propose for Board adoption programs and related services for pupils ages 3 through 5 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 CSA shall investigate the possibilities of working with organizations and agencies providing services for the disabled, and shall present feasible programs and relationships to the Board for consideration.

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

Eligibility for State and Federal Funds
The CSA 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 CSA 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.

Adopted: 5/1990
NJSB Update: 11/2010

QSAC Monitored:
Section 4: Fiscal Management
**Mandated:**

N.J.A.C. 6A:14-1.2(b) requires district boards of education to have policies, procedures and programs to ensure the following:

A. A free appropriate public education is available to all pupils with disabilities between the ages of 3 and 21, including students with disabilities that have been suspended or expelled from school;

B. Full educational opportunity to all students with disabilities;

C. All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified and evaluated per N.J.A.C. 6A:14-3.3;

D. Homeless students are located, identified and evaluated and 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;

E. An individualized education program is developed, reviewed and as appropriate, revised per N.J.A.C. 6A:14-3.6 through -3.7;

F. Students with disabilities are educated in the least restrictive environment to the maximum extent appropriate per N.J.A.C. 6A:14-4.2;

G. Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2;

H. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4;

I. Compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7;

J. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter experience a smooth transition and that by the student’s third birthday an individualized education program has been developed and is being implemented per N.J.A.C. 6A:14-3.3(c);

K. Provision for the participation of students with disabilities who are placed by their parents/guardians in nonpublic schools per N.J.A.C. 6A:14-6.1 and 6.2;

L. 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;

M. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required;

N. The inservice training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate inservice training is provided; and

O. Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary;

P. Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the district;

Q. 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;

R. 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, and informed of the procedures to address the electronic mail system.
Other Reasons:
N.J.S.A. 18A:46-1 et seq. and 46A-1 et seq., and N.J.A.C. 6A:14 generally, require provision of special education for educationally disabled students. Parental participation and/or notification are required; surrogate parents are to be trained if they are necessary.
N.J.A.C. 6A:32-14.1 requires the appropriate division of the Department of Education to review the district's special education compliance with state or federal law or regulation.

Other Reasons:
N.J.S.A. 18A:46-1 et seq. and 46A-1 et seq., and N.J.A.C. 6A:14 generally, require provision of special education for educationally disabled students. Parental participation and/or notification are required; surrogate parents are to be trained if they are necessary.
N.J.A.C. 6A:32-14.1 monitors the district's special education compliance with state or federal law or regulation.

Legal References:
N.J.S.A. 10:5-1 et seq. Law Against Discrimination

See particularly:
N.J.A.C. 5:23-7 Barrier free subcode of the uniform construction Code
N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-1.2 Scope
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:8-4.1 et seq. Implementation of the Statewide Assessment System
N.J.A.C. 6A:8-5.1 et seq. Implementation of Graduation Requirements
N.J.A.C. 6A:9-1.1 et seq. Professional Licensure and Standards
N.J.A.C. 6A:9-11.3
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:15-1.4 Bilingual programs for limited English proficient students
N.J.A.C. 6A:23A-1.1 et seq. Fiscal accountability, efficiency and budgeting procedures
N.J.A.C. 6A:23A-17.4 to -17.7, -18.1 et seq.
N.J.A.C. 6A:26-6.1 et seq. Planning and Construction Standards for School Facilities
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-7.1 et seq. Student Records
N.J.A.C. 6A:32-8.3 School attendance
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

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)

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)

Possible Cross References:
*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
*6164.4 Child study team
*9322 Public and executive sessions

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 2008-2009

PART I - POLICIES

COUNTY CODE: ___________ COUNTY NAME: __________________________

DISTRICT CODE: ___________ DISTRICT NAME: __________________________

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 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 district wide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in statewide assessments or the applicable Alternate Proficiency Assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade 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 3 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.

**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 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 3 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:
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.
   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.

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 district wide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in statewide assessments or the applicable Alternate Proficiency Assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade 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 3 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.
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(c2);
   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

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

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

Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
1. 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;
2. 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;
3. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
4. 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.
ALTERNATIVE EDUCATIONAL PROGRAMS

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

When the needs of special individuals or groups cannot be met through adaptation or independent study, the Chief School Administrator (CSA) 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:
1. A maximum student-teacher ratio of 12:1 for high school programs,
2. A maximum student-teacher ratio of 10:1 for middle school programs,
3. An Individualized Program Plan (IPP) shall be developed for each general education student enrolled in the program,
4. 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. At the Board's request, parents/guardians who choose this option shall submit adequate evidence that they are providing a curriculum that is equivalent to that provided by this district.

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 CSA 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 CSA 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 CSA 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 CSA 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 CSA shall determine when the child shall return to the regular education program.

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

The Board directs that whenever a pupil wishes to withdraw, or has been identified as a potential withdrawal, effort should be made to determine the underlying reason and the resources of the district should be used to assist the pupil in reaching his/her career goals. No pupil under the age of 18 will be permitted to withdraw without the written consent of a parent/guardian.

The CSA shall develop procedures for withdrawal from school which:

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: 5/1990
NJSB Update: 12/2006

Monitored:
Indicators 5.1, 5.2

Other Reasons:
N.J.S.A. 18A:37-2.2 requires that any student removed from the regular education program for weapons offenses as described in the statutes must be provided with an alternative educational program.

N.J.A.C. 6A:8-5.1 and 5.2 describe board options for high school graduation requirements and awarding of diplomas and list graduation statistics that the chief school administrator must report to the board and the Commissioner.

N.J.A.C 6A:16-9.1 requires that the alternative education program be board approved and any alternative education program shall be approved by the Commissioner of Education.
N.J.A.C 6A:16-9.2 lists the required program criteria for high school and middle school alternative education programs.

N.J.A.C 6A:16-9.3(a) 3 requires student placement in an alternative educational program when s/he has been removed for a firearms offense or assault with weapons offenses.

N.J.A.C. 6A:32-13.2 requires each school with a three-year average dropout rate exceeding 10% to develop performance objectives to reduce the dropout rate.

**Legal References:**

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

**See particularly:**

N.J.S.A. 18A:38-1, -25 Attendance at school free of charge
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:10A-3.1 et seq. School district-led standards-based instruction
N.J.A.C. 6A:10A-4.1 et seq. Role of Abbott district board of education
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:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-13.1 et seq. Student Behavior
N.J.A.C. 6A:32-13.2

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

Manual for the Evaluation of Local School Districts

**Possible Cross References:**

*5113 Absences and excuses
*5114 Suspension and expulsion
5119 Transfers
*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

Board of Education
Bloomsbury School District

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 2 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.

The Board shall provide home or out-of-school instructional services no later than 5 days after the student has left the general education program.

Temporary or Chronic Health Condition

The Board is committed to providing home instruction to students who cannot participate in the regular education program due to temporary or chronic health conditions or treatment needs which preclude participation. The Chief School Administrator (CSA) and/or designee shall select the instructors and oversee coordination between the home instructor and the regular classroom teacher in determining the student's instructional program. The home or out-of-school instructional services shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.1(c) including but not limited to:

A. For general education students whose projected confinement will exceed 30 days, the school district shall develop an Individualized Program Plan (IPP) for delivery of instruction. The district shall maintain a record of delivery of instructional services and student progress;
B. For general education students, the instruction shall meet the Core Curriculum Content Standards. Home instruction shall meet the requirements of the board for promotion at the 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;
C. For special education students, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate. The home instruction shall meet the Core Curriculum Content Standards. 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;
D. Teachers providing home instruction shall be appropriately certified for subject, grade level and special needs of the student;
E. The teacher shall provide one-on-one instruction for no fewer than 5 hours per week on three separate days of the week. If the student is physically able, the instruction shall also include no fewer than 5 hours per week of additional guided learning experiences. This may include
the use of technology to provide audio and visual connections to the student's classroom.

**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 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.

B. The CSA and/or designee shall select the instructors and oversee coordination between the home instructor and the regular classroom teacher in determining the student's instructional program. 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 school district shall develop an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and student progress (the IPP is not required for students on short-term suspension). The IPP shall be developed in accordance with law (N.J.A.C. 6A:16-10.2(d)1).
2. The teacher providing instruction shall be appropriately certified for subject, grade level and special needs of the student,
3. The teacher shall provide one-on-one instruction with no fewer than 10 hours each week on 3 separate days. The instruction shall also include no fewer than 10 additional hours per week of guided learning experience.
4. The instruction shall meet the Core Curriculum Content Standards and board requirements for promotion and graduation.

Any student receiving home instruction is not considered absent.

Adopted: 5/1990
NJSB Update: 4/2009

**Other Reasons:**

N.J.A.C. 6A:14-4.8 sets guidelines for implementation of a disabled student’s IEP through home instruction when all other less restrictive program options have been considered and deemed inappropriate.

N.J.A.C. 6A:14-4.9 describes home instruction procedures for students with or without disabilities who have been confined due to temporary illness or injury.

N.J.A.C. 6A:16-10.1 covers home instruction for general education students who are too sick to attend school. Basically, if a student is expected to miss two weeks of classes, the district should be providing home instruction so that the student does not fall behind in academic work.
N.J.A.C. 6A:16-10.2 (a) requires home or out-of-school instruction in these circumstances:

1. When placement in an alternative program is not immediately available for firearms (N.J.A.C. 6A:16-5.5) and assaults with weapons offenses (N.J.A.C. 6A:16-5.6);
2. When a student is placed on short-term or long-term suspension from participation in general education program pursuant to N.J.A.C. 6A:16-7.2 and 7.3;
3. When a court order requires that the student receive instructional services in the home or other out of school placement.

N.J.A.C. 6A:16-10.2 (d) lists the minimum standards for home or out-of-school instruction services.

**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 Reporting, notification and examination procedures for students suspected of being under the influence of alcohol or other drugs
N.J.A.C. 6A:16-4.3 Removal of students from general education for firearms offense
N.J.A.C. 6A:16-5.5 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 for General Education Student
N.J.A.C. 8:61-1.1 Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)


**Possible Cross References:**

*4112.2 Certified Personnel: Certification
*5113 Absences and excuses
*5114 Suspension and expulsion
*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

EARLY CHILDHOOD EDUCATION/PRESCHOOL

The 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 Chief School Administrator (CSA) 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. 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 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;
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.

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 complies 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 CSA shall oversee the preschool program. S/he shall ensure adherence to all applicable laws and regulations in pursuing funding at the federal and state levels, as well as

Adopted: 12/2005
NJSB Update: 11/2010

Other Reasons:
This is an issue of critical concern, if the district sponsors a program of early childhood education, either by State Department of Education fiat or on its own initiative.

Recommendation:
A policy describing the board’s approach to early childhood education. Include assurances that the curriculum will be developmentally appropriate to young children, aligned with the Core Curriculum Content Standards and articulated with the regular K-12 curriculum. Age eligibility for early childhood education should coordinate with eligibility for district kindergarten enrollment and should be described in Policy 5111 Admission.

N.J.S.A. 18A:44-4 authorizes school districts that operate nonmandated preschool programs and do not receive preschool education aid pursuant to N.J.S.A. 18A:7F-54, to collect tuition from parents or guardians of children enrolled in the program. The amount of tuition may not exceed the per pupil cost of the preschool program.

Legal References:
N.J.S.A. 18A:7F-54 Access to full-day preschool; calculation of preschool education aid
N.J.S.A. 18A:44-4 Funding of Preschool programs
N.J.A.C. 6A:8-2.1 Authority for educational goals and standards
N.J.A.C. 6A:8-3.4 Requirements for early childhood education programs
N.J.A.C. 6A:9-6.1 Standard certificate
N.J.A.C. 6A:9-8.1 Requirements for certificates of eligibility
N.J.A.C. 6A:9-9.2 Endorsements and authorizations
N.J.A.C. 6A:13A-1.1 et seq. Element of high quality preschool programs
N.J.A.C. 6A:23A-8.7 Tuition rate adjustment by districts receiving preschool expansion aid or opportunity aid
N.J.A.C. 6A:26-3.11 ECPA district community early childhood educational facilities projects
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-8.3 School attendance
**Possible Cross References:**

*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
*7110  Long-range facilities planning

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board directs the Chief School Administrator (CSA) 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, s/he 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 CSA using districtwide data. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

The CSA shall annually recommend improvements in the program and staff based upon the evaluation of the district's program. S/he will ensure that all required data are 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: 5/1990
NJSB Update: 5/2006

Monitored: Indicators 3.1, 3.2

Other Reasons: N.J.A.C. 6A:14-4.1(i) requires evaluation of the effectiveness of the special education program.

Sharing the district's evaluation of its educational program is an essential part of the school community

Legal References:
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:23-8.3 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

Manual for the Evaluation of Local School Districts

**Possible Cross References:**

*1000/1010  Concepts and roles in community relations; goals and objectives
*1120  Board of education meetings
*5120  Assessment of individual needs
*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