

# REGULATION

## LAFAYETTE TOWNSHIP SCHOOL

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### FOREWORD

The Board of Education has authorized the Superintendent to promulgate administrative regulations except where approval by the Board is required by statute or administrative code for the orderly operations of the Lafayette Township School District that are binding on all pupils, employees, and visitors to the district.

These administrative regulations are intended to give direction to staff members in carrying out Board policies, statutory mandates, and contractual obligations. The operations directed by these regulations should be efficient, amenable to assessment, and considerate of the needs and rights of pupils and employees. Any suggestions for additions or improvements that help attain these objectives are welcome.

These regulations apply to the entire school district.

These regulations will be made available to each employee. Employees and pupils who violate these regulations are subject to disciplinary action.



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### R 2000 PROGRAM

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## R 2200 CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect between children regardless of race, color, creed, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, ancestry, national origin, socioeconomic status, and/or disability.

In order to eliminate possible bias in the curriculum, staff shall use the following criteria:

- A. When instructional material contains stereotypes or discriminatory statements, staff should help students identify the stereotypes or discriminatory statement(s) and discuss with students the consequences of repeated stereotyping and discriminatory statements.
- B. If a particular instructional material is highly objectionable, staff should not use it, such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.
- C. Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials.
- D. Community involvement when developing instructional programs and attendant materials shall be encouraged.

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## R 2230 CURRICULUM GUIDES

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

### A. Preparation

1. The preparation of curriculum guides is the responsibility of the curriculum coordinator, and teachers based on New Jersey Core Curriculum Content Standards.
2. Curriculum will be developed by staff members in grades Kindergarten through eight of the Lafayette Township School District.

### B. Content

1. Course objectives should be broad statements related to district educational goals and arising from the philosophy of the course and Core Curriculum Content Standards.
2. Performance goals should be specific statements of behavioral objectives, that is, the concepts, skills, attitudes, and appreciations to be achieved. The degree of specificity should be consistent with the nature of the course as per the Core Curriculum Content Standards Frameworks.
3. Teaching strategies should include, where appropriate, specific instructional methods/modalities, the time to be spent on tasks, recommended pupil activities, and resources as examples in the Core Curriculum Content Standards Frameworks.
4. Evaluation techniques should include such specific techniques as sample tests, suggested projects or performance outcomes, and individual study.

### C. Implementation

1. Teachers will adhere to the content of curriculum accordance with Core Curriculum Content Standards.

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## R 2240 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.

Pupils must be guaranteed the right to:

- A. Study any controversial issue which has political, economic, or social significance and concerning which (at his/her level) he/she should begin to have an opinion;
- B. Have free access to all relevant information, including the material that circulates freely in the community;
- C. Study under competent instruction in an atmosphere free from bias and prejudice; and
- D. Form and express his/her own opinions on controversial issues without thereby jeopardizing his/her relations 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 of Education and the appropriate curriculum guide;  
and
- D. Present any one opinion as definitive.

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

In determining speakers to be invited for a class or school wide program, the Superintendent 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;  
and
- C. The proposed speaker would gain an advantage by having a "captive" audience.

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

A. Purpose and Application

1. The purpose of this procedure is to give any pupil or the parent(s) or legal guardian(s) of a pupil the opportunity to appeal an alleged violation of the district's Affirmative Action Plan for school and classroom practices, as set forth in Policy No. 2260.
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and will be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual pupils.

B. Definitions

1. "Affirmative Action Officer" means the district official responsible for the coordination of activities relating to compliance with the Affirmative Action Plan.
2. "Affirmative Action Plan" means the Affirmative Action Plan for school and classroom practices adopted by the Board.
3. "Board of Education" means the Board of Education of the Lafayette Township School District.
4. "Complainant" means a pupil or parent(s) or legal guardian(s) who believes that he/she has been harmed or adversely affected by a failure to enforce the district's Affirmative Action Plan.
5. "Complaint" means an unresolved problem concerning the interpretation or application by an officer or employee of this school district of law and regulations regarding the Affirmative Action Plan.



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### Affirmative Action Program for School and Classroom Practices Complaint Procedure

6. "Day" means a working or calendar day as identified.
7. "Pupil" means an individual enrolled in any formal educational program provided by the school district.
8. "School district" means the Lafayette Township School District.
9. "Violation" means the failure of a district official or employee to take the positive steps outlined in Policy No. 2260 and/or included in the Affirmative Action Plan.

#### C. Procedure

1. A complainant shall discuss his/her complaint with the staff member most closely involved in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
  - a. The pupil's name and, in the complaint of a person acting on behalf of the pupil, the name and address of the complainant,
  - b. The specific failure to act that the complainant complains of,
  - c. The school employee, if any, responsible for the alleged violation of the Affirmative Action Plan,
  - d. The results of discussions conducted in accordance with paragraph C1, and
  - e. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.



4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation complained of.
6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
  - a. The original complaint,
  - b. The response to the complaint,
  - c. The Superintendent's decision,
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.



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9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
  10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
  11. The complainant will be informed of his/her right to appeal the Board's decision to the Commissioner of Education or to the New Jersey Division on Civil Rights.
- D. Record

The records of any complaint processed in accordance with this procedure shall be maintained in a file separate from the pupil's cumulative file. A notation shall be made in the pupil's file of the presence of the record in the separate file.

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## R 2330 HOMEWORK

### A. Content of Homework

1. Any homework assigned to pupils must be closely integrated with the curriculum. There should be a direct relationship between classroom studies and assigned homework. Homework should reinforce and extend the lessons learned in school.
2. Homework should help pupils learn by providing practice in the mastery of skills, experience in gathering information and integrating knowledge, and an opportunity to remediate learning problems.
3. Homework should help develop the pupil's responsibility and provide an opportunity for the pupil to exercise independent work and judgment.
4. The concepts on which a homework assignment is based should have been thoroughly taught and reviewed in class. Homework assignments should include only those exercises and activities that a pupil can accomplish independently.
5. Homework assignments should not require the use of research or resource tools that are not readily available in the pupils' homes or in sufficient quantity in the public or school library, or available for borrowing from the classroom.
6. Homework assignments should not require extensive copy work unless the writing of numbers or script is the skill being taught.
7. Homework must never serve a punitive or disciplinary function; learning, in school or at home, must always be a positive experience, rewarding for its own sake.

### B. Assignment of Homework

1. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the individual pupil.
2. Homework should be assigned with clarity so that pupils know precisely what is expected of them. It may be helpful for teachers to post the homework assignment at the beginning of the class period and to encourage pupils to ask questions about any aspect of the assignment they do not fully understand. Homework should never be assigned hurriedly or in a confused manner.



3. Teachers should observe the following guidelines for the introduction and assignment of homework. Time allotments include all aspects of the homework assignment--outside reading, research, drill work, and the like.
  - a. Kindergarten

Home experiences related to classroom lessons should be assigned to pupils when appropriate.
  - b. Grades 1, 2, and 3

Homework assignments should be introduced in grade one. Lessons should be geared to the needs and abilities of individual pupils. The amount of time allocated should increase through the grades from fifteen to forty-five minutes several times a week.
  - c. Grades 4 and 5

Homework should be regularly scheduled, should require no more than sixty minutes of preparation daily, and should be based on the needs and abilities of individual pupils.
  - d. Grades 6, 7, and 8

Homework should be regularly scheduled, should require no more than ninety minutes of preparation daily, and should be based on the needs and abilities of individual pupils.

The pupils' daily homework load and out-of-school responsibilities should be considered in determining the amount of homework to be assigned. Teachers on each grade level or team will meet once a week or as required to review time estimates of homework to be assigned.

Major tests that require substantial periods of study will be taken into consideration in determining the total estimated homework load.
4. To the degree reasonably possible, teachers should plan and announce homework assignments, especially long term assignments, well in advance so that pupils can adjust their schedules appropriately.



5. A teacher may accede to a parent(s) or legal guardian(s) request for additional homework assignments for a pupil, provided the teacher, in his/her discretion, believes that the pupil will benefit from the assignment.
6. A pupil who has been absent from school will be given an opportunity to make up homework assignments, provided the assignments are completed during a period equal to the length of his/her absence. That period may be extended for the completion of long term assignments.
7. The parent(s) or legal guardian(s) of an absent pupil may request homework assignments to be completed during the pupil's absence. Teachers are expected to comply with any such request.

C. Evaluation of Homework

1. All homework must be evaluated by the teacher and the teacher's evaluation must be communicated to the pupil. Homework is not a learning activity if the pupil receives no acknowledgment of his/her work and no appraisal or criticism of it.
2. Teachers should insist on high standards of quality in homework. The homework lesson should teach the values of thorough preparation, careful research, neat execution, thoughtful work, and prompt submission.

D. Checklist for Teachers

Teachers should be able to answer affirmatively the following questions about a homework assignment.

1. Does the homework serve a valid purpose?
2. Is it well within the capacities of the pupil?
3. Has the class been thoughtfully motivated for the work?
4. Does the assignment grow out of school experience?
5. Is the work related to pupils' interests? Is it interesting?
6. Does the assignment extend pupils' fund of information?



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

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## R 2340 FIELD TRIPS

### A. Definition

A “field trip” is any journey by a group of pupils away from the school premises that has been duly approved in accordance with Policy No. 2340. A school sponsored trip taken by pupils as part of a co-curricular activity or a class trip is not a field trip and is governed instead by Regulation No. 5850.

### B. Approval of Trips

1. A list of field trips considered appropriate for each grade level or subject area will be prepared cooperatively by teaching staff members and approved by the Superintendent. The approved list will be reviewed annually for additions, deletions, and revisions and will be distributed to teachers as a suggested guideline. In addition, the curriculum guide for a specific course of study may include suggested field trips.
2. To ensure the equitable allocation of budgeted field trip funds, each teacher shall submit a list of proposed field trips to the Superintendent at the beginning of the school year. The acceptance of the list does not constitute approval of any specific field trip on the list or of the number of field trips proposed by a teacher.
3. A teacher shall request approval of a specific field trip by submitting a written application to the Superintendent no less than ten working days prior to the date of the anticipated trip. Field trip application forms are available in the office of the Superintendent.
4. The field trip application will include:
  - a. Proposed date of the trip (which should be checked in advance against the school calendar) and any alternate date(s);
  - b. The proposed destination and, if the destination is not generally known, its description and the reason it is selected by the teacher;
  - c. The relationship of the trip to curriculum goals and objectives;
  - d. The location of the destination and the route that will be taken to it;



- e. Transportation arrangements, the estimated cost of transportation, and the provision of safe and adequate loading and unloading areas for bus-borne pupils;
  - f. The time of departure and the estimated time of return to the school;
  - g. Provisions for emergency and sanitation facilities;
  - h. Admission fees and tolls, if any; and
  - i. Provisions for meals, if any are required.
5. The Superintendent may deny a field trip request when:
- a. The application is incomplete;
  - b. The anticipated cost is excessive;
  - c. The proposed trip bears insufficient relationship to the curriculum;
  - d. The pupils involved will have been taken from the class for the trip and other activities for an excessive amount of time;
  - e. The trip conflicts with other scheduled events or with other demands on school buses;
  - f. The class has exceeded its equitable allocation of field trips;
  - g. The trip extends beyond the school day;
  - h. The trip will occur during an exam period or immediately before the end of a marking period; or
  - i. The destination and trip activity are inappropriate choices for pupils of the age and maturity typical of the class.
6. A request for an overnight field trip must receive the preliminary approval of the Superintendent before it is submitted to the Board of Education for final approval.
7. The teacher will be given written approval or denial of the teacher's request for a field trip. A denial of approval will include the reason(s) for the denial.



8. Teachers are encouraged to fit in field trips during the appropriate times in their curriculum. June field trips are discouraged and must be specifically approved by the Superintendent.

C. Planning and Preparation

1. Each teacher who plans a field trip should take the following preliminary steps:
  - a. Determine that the proposed trip is the best method available for achieving the desired learning outcomes. Consult the list of approved field trip destinations for alternatives;
  - b. Consult the school calendar for any conflicts with the projected date of the field trip and for any clusters of field trips on or about that date;
  - c. Determine whether classes can be combined in a joint field trip for maximum economy;
  - d. Gather the information necessary to fill out the field trip application form; and
  - e. Complete and submit the form.
2. If the field trip is approved, the teacher should take the following preparatory steps:
  - a. Discuss the proposed trip with pupils, giving particular attention to;
    - (1) The purpose of the trip and its relationship to the course of study,
    - (2) What in the trip the pupils should give particular attention to and ask questions about,
    - (3) Any reports, note taking, sketching, or the like pupils should accomplish on the trip,
    - (4) The assignment of background materials and research to enhance the value of the trip, and
    - (5) Rules of conduct and expected behaviors, both at the trip destination and in transit to and from the destination.



- b. Distribute and collect a permission slip for each pupil who will participate in the trip. The slip must be signed by the pupil's parent(s) or legal guardian(s). The slip will include notice of:
  - (1) The date, departure time, and return time;
  - (2) The destination and its location;
  - (3) The name of the teacher in charge;
  - (4) The means of transportation; and
  - (5) The purpose of the trip.

Signed permission slips will be filed with the teacher, who will file them until the end of the school year.
- c. Make arrangements for travel and inform the Superintendent of those arrangements in writing no later than ten days before the trip.
- d. Arrange with officials at the point of destination for:
  - (1) The pupils' admission;
  - (2) The provision of any materials that will enhance the trip;
  - (3) The services of guides, if necessary; and
  - (4) The provision of meals, if necessary.
- e. Arrange for chaperones, who may be other teaching staff members or volunteer parent(s) or legal guardian(s), and apprise them of their responsibilities.
- f. If unfamiliar with trip destination, make a reasonable effort to visit the premises to become acquainted with points of interest, special features, potential problem areas, and the food and restroom accommodations.
- g. Notify other teachers or departments, as appropriate, of the nature of the field trip and the pupils involved in the trips:



- (1) To permit other teachers to plan for the absences; and
    - (2) To encourage other teachers to incorporate the field trip experience in their lesson plans.
  - h. Notify the cafeteria manager, no later than two days in advance, of the number of pupils who will miss lunch on the day of the field trip.
  - i. Prepare a roster of pupils who will participate in the field trip.
  - j. Make alternate educational arrangements for any pupils who will not participate in the field trip.
  - k. Ascertain whether any pupil participating in the field trip will or may require medication in the course of the trip and arrange for the presence of the school nurse, a registered nurse, or the pupil's parent(s) or legal guardian(s) to administer the medication, except where pupils are allowed to self administer medication under statutory authority. If none can be present, report the matter to the Principal who may deny the pupil's participation.
3. On the day of the field trip, the teacher will:
- a. If the weather is inclement and the trip is to take place out of doors or involves transportation that might be made hazardous by the weather.
    - (1) Check with the Superintendent who may determine to cancel or postpone the trip.
    - (2) If the trip is canceled or postponed, promptly inform chaperones.
  - b. Take attendance and deliver to the school office a roster of the pupils who are actually leaving on the field trip.
  - c. Ascertain that the full complement of assigned chaperones is present and prepared.
  - d. Ascertain that all pupils participating in the field trip have left the school by the arranged method of transportation. Only in exceptional circumstances, approved in advance by the Superintendent, may pupils be delivered directly to the destination by means other than those arranged by the teacher.



- e. Take all reasonable steps to assure that pupils profit educationally from the trip.
- f. Make no change or substitutions in the trip itinerary unless an emergency has occurred (see paragraph E following).
- g. Ascertain that all pupils participating in the field trip have left the destination by the arranged method of transportation. Only in exceptional circumstances, approved in advance by the Superintendent, or in an emergency may pupils be taken from the destination by means other than those arranged by the teacher.
- h. If the trip will bring pupils back to school after the end of the school day, ascertain that the Principal will remain on the premises until the pupil's return or has appointed an emergency coordinator to remain on school premises. Plan to stay at the school or assign a chaperone to stay at the school until the last pupil has been picked up or has departed for home by his/her regular transportation.

## D. Chaperones

- 1. The teacher in charge of the trip is responsible for appointing and training chaperones. Chaperones should be persons known to the teacher to be responsible, dependable, and comfortable with children of the pupil's age and maturity.
- 2. Chaperones will be assigned a specific group of pupils and are accountable for the welfare of those pupils. Pupils must not be left unattended; if the chaperone must briefly leave his/her assigned pupils, the chaperone should ask the teacher or another chaperone to take his/her place for the absence.
- 3. Smoking and the use of alcohol or drugs or the possession of weapons is prohibited for both pupils and chaperones.
- 4. Prior to their arrival at the destination, chaperones should inform the pupils in their charge of:
  - a. The conduct expected of them,
  - b. The time and place of departure, and



- c. Any other information necessary to the conduct of the trip, such as meal arrangements and the location of restrooms.
5. Chaperones should attempt to regulate pupil conduct. Any significant or persistent disciplinary problem should be reported to the teacher for appropriate action.

E. Emergencies

The following guidelines will be followed in the event of an emergency during a field trip.

1. An emergency on a school bus will be governed by the procedures set forth by the transportation vendor.
2. In the event a pupil is lost or missing, and all reasonable efforts to find him/her have failed, the teacher shall, no later than ninety minutes after the pupil is first found missing, call the Principal. If the Principal is not immediately available, the teacher shall call the Superintendent or designee for further instructions.
3. In the event of a medical emergency, the teacher shall summon first aid and/or ambulance services. Any medical emergency shall be immediately reported to the Principal. Within twenty-four hours of the trip, the teacher shall file with the Principal a full written report of the emergency and the steps taken to protect the victim's health and safety.
4. In the event of a delay that will bring pupils back to school later than anticipated and after the end of the school day, the teacher will, as soon as he/she can estimate the actual time of arrival, call the Principal or a person designated by the Principal to remain at the school as emergency coordinator. The Principal or emergency coordinator will:
  - a. Inform parent(s) or legal guardian(s) of the delay by telephone;
  - b. Make the school facilities available to waiting parents or legal guardians;
  - c. Remain at the telephone to answer incoming calls; and
  - d. Confer with the teacher to be certain all pupils have been safely dispatched.



F. Overnight Trips

1. A field trip that will remove pupils from the district overnight must be specifically approved by the Board.
2. All of the provisions of this regulation are applicable to overnight field trips.
3. Pupils and their parent(s) or legal guardian(s) may be required, as a condition of their participation in the trip, to attend a meeting at which they will be informed of the:
  - a. Purpose of the trip;
  - b. The particulars of the trip such as itinerary, departure and return times, duration, overnight accommodations, and points of interest;
  - c. Rules of conduct and behavior expectations, both on the trip and at the destination;
  - d. Need, if any, for special clothing, supplies, apparatus, or equipment; and
  - e. Costs, if any, of the trip.

G. Follow-up and Evaluation

1. The teacher in charge of the field trip should express his/her appreciation to:
  - a. The chaperones, both lay and professional;
  - b. The officials and guides at the destination; and
  - c. Any other persons or representatives who assisted in the conduct of the trip.
2. The teacher in charge should incorporate the field trip experience into pupil's learning by:
  - a. Conducting a discussion and a critical evaluation of the experience;
  - b. Encouraging creative projects on themes experienced on the field trip;



- c. Testing pupils on information gained and attitudes formed; and/or
  - d. Assigning pupils written reports or presentations on the experience.
3. The teacher will assist the Principal in a critical evaluation of the trip by filing a written report of the trip that includes its benefits and drawbacks. The report should address these questions, as appropriate to the trip:
- a. Was the destination the best choice for the teaching purpose served?
  - b. Were there sufficient materials available to pupils as background for the trip?
  - c. Did the trip experiences encourage new understandings, impart new knowledge, or stimulate pupils to new activity?
  - d. Did the trip experience relate to other school learning experiences?
  - e. Did the trip impart accurate information and a truthful picture?
  - f. Were the pupils exposed to any hazard to their physical or emotional well-being?
  - g. Was the trip worth the time and expense?
  - h. Were there any serious problems with pupil conduct and management?
  - i. To what extent, if any, did the trip generate cooperation and a positive relationship between the school and the community?

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## R 2360 MEDIA CENTER/LIBRARY

It is the intent of the Lafayette Township School District, its Board of Education, staff, and pupils to adhere to the provisions of current copyright laws and congressional guidelines. Employees and pupils are to adhere to all provisions of Title 17 of the United States Code, titled "Copyright," and other relative Federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

Specifically:

1. Unlawful copies of copyrighted materials may not be produced on district-owned equipment.
2. Unlawful copies of copyrighted material may not be used with district-owned equipment, within district-owned facilities, or at district-sponsored functions.
3. The legal and insurance protection of the district will not be extended to employees who unlawfully copy and use copyrighted material.
4. Employees who make or use copies of copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide their supervisor, upon request, the justification under United States Code for materials that have been used or copied.
5. Employees who use copyrighted materials that do not fall within fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:
  - a. The materials have been purchased from an authorized vendor by the individual or the district and record of the purchase exists.
  - b. The materials are copies covered by a licensing agreement between the copyright owner and district or the individual employee.
  - c. The materials are being previewed or demonstrated by the user to reach a decision about future purchase or licensing and a valid agreement exists that allows for such use.



## American Library Association Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to the creation.
2. Librarians should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Librarians should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use of a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individual or groups requesting their use.

Readopted: 3/15/16



R 2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS  
AND RESOURCES

The school district provides computer equipment, computer services, and Internet access to its students and staff for educational purposes only. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination and the use of global communication resources.

For the purpose of this Policy and Regulation, “computer networks/computers” includes, but is not limited to, the school district’s computer networks, computer servers, computers, other computer hardware and software, Internet equipment and access, and any other computer related equipment.

For the purpose of this Policy and Regulation, “school district personnel” shall be the person(s) designated by the Superintendent of Schools to oversee and coordinate the school district’s computer networks/computer systems. School district personnel will monitor networks and online activity, in any form necessary, to maintain the integrity of the networks, ensure proper use, and to be in compliance with Federal and State laws that regulate the Internet safety.

Due to the complex association between so many government agencies and computer networks/computers, the end user of these computer networks/computers must adhere to strict regulations. Regulations are provided here so that staff, community, and student users and the parent(s) or legal guardian(s) of students are aware of their responsibilities. The school district may modify these regulations at any time by publishing modified regulations on the network and elsewhere. The signatures of the student and his/her parent(s) or legal guardian(s) on the district-approved Consent and Waiver Agreement are legally binding and indicate that the parties have read the terms and conditions carefully, understand their significance, and agree to abide by the rules established under Policy and Regulation No. 2361.

Students are responsible for acceptable and appropriate behavior and conduct on school district computer networks/computers. Communications on the computer network/computers are often public in nature. Policies and regulations governing behavior and communications apply. The school district's networks, Internet access and computers are provided for students to conduct research, complete school assignments, and communicate with others. Access to computer network services/computers is given to students who agree to act in a considerate, appropriate and responsible manner. Parent(s) or legal guardian(s) permission is required for a student to access the school district’s computer networks/computers. Access entails responsibility and individual users of the district computer network/computers are responsible for their behavior



and communications over the computer network/computers. It is presumed that users will comply with district standards and will honor the agreements they have signed and the permission they have been granted. Beyond the clarification of such standards, the district is not responsible for the actions of individuals utilizing the computer network/computers who violate the policies and regulations of the Board.

Computer network/computer storage areas shall be treated in the same manner as other school storage facilities. School district personnel may review files and communications to maintain system integrity and ensure that users are using the system responsibly, and ensure compliance with Federal and State laws that regulate Internet safety. Therefore, no person should expect that files stored on district servers will always be private.

The following prohibited behavior and/or conduct using the school district's network/computers, includes but is not limited to, the following:

1. Sending or displaying offensive messages or pictures;
2. Using obscene language and/or accessing visual depictions that are obscene as defined in section 1460 of Title 18, United States Code;
3. Using or accessing material visual depictions that are child pornography, as defined in section 2256 of Title 18, United States Code;
4. Using or accessing material visual depictions that are harmful to minors including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
5. Depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
6. Cyberbullying;
7. Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;



8. Harassing, insulting, or attacking others;
9. Damaging computers, computer systems, or computer networks/computer;
10. Violating copyright laws;
11. Using another's password;
12. Trespassing in another's folders, work or files;
13. Intentionally wasting limited resources;
14. Employing the network/computers for commercial purposes; and/or
15. Engaging in other activities that do not advance the educational purposes for which computer network/computers are provided.

## Internet Safety

### Compliance with Children's Internet Protection Act

As a condition for receipt of certain Federal funding, the school district has technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter visual depictions that are obscene, child pornography and harmful to minors as defined in 2, 3, 4, 5, 6, and 7 above and in the Children's Internet Protection Act. The school district will certify the school, including media centers/libraries are in compliance with the Children's Internet Protection Act and the district enforces Policy 2361.

### Compliance with Neighborhood Children's Internet Protection Act

Policy 2361 and this Regulation establishes an Internet safety policy and procedures to address:

1. Access by minors to inappropriate matter on the Internet and World Wide Web;
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Unauthorized access, including "hacking" and other unlawful activities by minors online;
4. Cyberbullying;



5. Inappropriate online behavior, including appropriate interaction with other individuals on social networking sites and in chat rooms;
6. Unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and
7. Measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding the material or visual depictions defined in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine Internet material that is inappropriate for minors.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

Notice of the annual public hearing will be advertised in the designated school newspaper.

## Information Content and Uses of the System

Students may not publish on or over the system any information which violates or infringes upon the rights of any other person or any information which would be abusive, profane or sexually offensive to an reasonable person, or which, without the approval of the Superintendent of Schools or designated school district personnel, contains any advertising or any solicitation to use goods or services. A student cannot use the facilities and capabilities of the system to conduct any business or solicit the performance of any activity, which is prohibited by law.

Because the school district provides, through connection to the Internet, access to other computer systems around the world, students and their parent(s) or legal guardian(s) should be advised the Board and school district personnel have no control over content. While most of the content available on the Internet is not offensive and much of it is a valuable educational resource, some objectionable material exists. Even though the Board provides students access to Internet resources through the district's computer networks/computers with installed appropriate technology protection measures, parents and students must be advised potential dangers remain and offensive material may be accessed notwithstanding the technology protection measures taken by the school district.



Students and their parent(s) or legal guardian(s) are advised some systems and Internet sites may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal or offensive material. The Board and school district personnel do not condone the use of such materials and do not permit usage of such materials in the school environment. Parent(s) or legal guardian(s) having Internet access available to their children at home should be aware of the existence of such materials and monitor their child's access to the school district system at home. Students knowingly bringing materials prohibited by Policy and Regulation 2361 into the school environment will be disciplined in accordance with Board policies and regulations and such activities may result in termination of such students' accounts or access on the school district's computer networks and their independent use of computers.

## On-line Conduct

Any action by a student or other user of the school district's computer network/computers that is determined by a school district personnel to constitute an inappropriate use of computer network/computers resources or to improperly restrict or inhibit other members from using and enjoying those resources is strictly prohibited and may result in limitation on or termination of an offending member's account and consequences in compliance with Board policy and regulation. The user specifically agrees not to submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or offensive material; nor shall a user encourage the use, sale, or distribution of controlled substances. Transmission of material, information or software in violation of any local, state or federal law is also prohibited and is a breach of the Consent and Waiver Agreement.

Students and their parent(s) or legal guardian(s) specifically agree to indemnify the Lafayette Township School District and school district personnel for any losses, costs, or damages, including reasonable attorney's fees incurred by the Board relating to, or arising out of any breach of this section by the student.

Computer network/computer resources are to be used by the user for his/her educational use only; commercial uses are strictly prohibited.

## Software Libraries on the Network

Software libraries on or through the school district's networks are provided to students as an educational resource. No student may install, upload, or download software without the expressed consent of appropriate school district personnel. Any software having the purpose of damaging another person's accounts or information on the school district computer network/computers (e.g., computer viruses) is specifically prohibited. School district personnel



reserve the rights to refuse posting of files and to remove files. School district personnel, further reserve the right to immediately limit usage or terminate the student's access or take other action consistent with the Board's policies and regulations of a student who misuses the software libraries.

## Copyrighted Material

Copyrighted material must not be placed on any system connected to the network/computers without authorization. Students may download copyrighted material for their own use in accordance with Policy and Regulation 2531 – Use of Copyrighted Materials. A student may only redistribute a copyrighted program with the expressed written permission of the owner or authorized person. Permission must be specified in the document, on the system, or must be obtained directly from the author or authorized source.

## Public Posting Areas (Message Boards, blogs, Etc.)

Messages are posted from systems connected to the Internet around the world and the school district personnel have no control of the content of messages posted from these other systems. To best utilize system resources, school district personnel will determine message boards, blogs, etc. that are most applicable to the educational needs of the school district and will permit access to these sites through the school district computer networks. School district personnel may remove messages that are deemed to be unacceptable or in violation of the Board policies and regulations. School district personnel further reserve the right to immediately terminate the access of a student who misuses these public posting areas.

## Real-time, Interactive, Communication Areas

School administrator personnel reserve the right to monitor and immediately limit the use of the computer network/computers or terminate the account of a member who misuses real-time conference features (talk/chat/Internet relay chat).

## Electronic Mail

Electronic mail ("email") is an electronic message sent by or to a person in correspondence with another person having Internet mail access. The school district may or may not establish student email accounts. In the event the district provides email accounts, all messages sent and received on a school district computer networks/computers must have an educational purpose and are subject to review. Messages received by a district-provided email account are retained on the system until deleted by the student or for a period of time determined by the district. A canceled



account will not retain its emails. Students are expected to remove old messages within fifteen days or the system administrators may remove such messages. School district personnel may inspect the contents of email sent by a student to an addressee, or disclose such contents to other than the sender or a recipient when required to do so by the Board policy, regulation or other laws and regulations of the State and Federal governments. The Board reserves the right to cooperate fully with local, state, or federal officials in any investigation concerning or relating to any email transmitted on the school district computer networks or computers.

## Disk Usage

The district reserve the right to establish maximum storage space a student receives on the school district's system. A student who exceeds his/her quota of disk space will be advised to delete files to return to compliance with predetermined quotas. A student who remains in noncompliance of disk space quotas after seven school days of notification will have their files removed from the school district's system.

## Security

Security on any computer system is a high priority, especially when the system involves many users. If a student identifies a security problem on the computer networks/computer, the student must notify the appropriate school district staff member. The student should not inform other individuals of a security problem. Passwords provided to students by the district for access to the district's computer networks/computers or developed by the student for access to an Internet site should not be easily guessable by others, or shared with other students. Attempts to log in to the system using either another student's or person's account may result in termination of the account or access. A student should immediately notify the principal or designee if a password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any student identified as a security risk will have limitations placed on usage of the computer networks/computers or may be terminated as a user and be subject to other disciplinary action.

## Vandalism

Vandalism to any school district owned computer network/computers may result in cancellation of system privileges and other disciplinary measures in compliance with the district's discipline code. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the system, or any of the agencies or other computer networks/computers that are connected to the Internet backbone or of doing intentional damage to hardware or software on the system. This includes, but is not limited to, the uploading or creation of computer viruses.



## Printing

The printing facilities of the computer network/computers should be used judiciously. Unauthorized printing for other than educational purposes is prohibited.

## Internet Sites and the World Wide Web

Designated school district personnel may establish an Internet site(s) on the World Wide Web or other Internet locations. Such sites shall be administered and supervised by the designated school district personnel who shall ensure that the content of the site complies with federal, state and local laws and regulations as well as Board policies and regulations.

## Violations

Violations of the Acceptable Use of Computer Networks/Computers and Resources Policy and Regulation may result in a loss of access as well as other disciplinary or legal action. Disciplinary action shall be taken as indicated in Policy and/or Regulation, 2361 – Acceptable Use of Computer Networks/Computers and Resources, 5600 – Student Discipline/Code of Conduct, 5610 – Suspension and 5620 – Expulsion as well as possible legal action and reports to the legal authorities and entities.

## Determination of Consequences for Violations

The particular consequences for violations of this Policy shall be determined by the Principal or designee. The Superintendent or designee and the Board shall determine when school expulsion and/or legal action or actions by the authorities is the appropriate course of action.

Individuals violating this Policy shall be subject to the consequences as indicated in Board Policy and Regulation 2361 and other appropriate discipline, which includes but is not limited to:

1. Use of computer networks/computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;



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Acceptable Use of Computer Network/  
Computers and Resources

5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

Readopted: March 15, 2016



## R 2411 GUIDANCE COUNSELING

### A. Counseling Services

1. The purpose of guidance and counseling services is to assist students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from his/her education and life experiences.
2. Counseling services will include:
  - a. Career awareness and exploration, and academic planning through consideration of personal interests, past and potential performance, and present opportunities,
  - b. Personal/social development including adjustment to situational problems, understanding of the consequences of personal behavior, and referral to assistance where appropriate, and
  - c. Crisis counseling to assist students undergoing extreme emotional reactions that disrupt immediate functioning, including post-crisis planning and referral for treatment as necessary.
3. All counseling services shall be free of bias on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

### B. Career Awareness and Exploration

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

1. Assist students in making informed educational and occupational choices;
2. Encourage students to maintain portfolios consisting of accomplishments related to the Cross Content Workplace Readiness Standards;



3. Develop student competency in self management, educational and occupational exploration and career planning;
  4. Make students aware of the relationship among personal qualities, education, training and the world of work; and
  5. Acquaint students with the relationship between achieving academic standards and the attainment of career goals.
- C. Consulting Services
1. The purpose of consulting services is the improvement of the instructional program and the delivery of educational services by the collaboration of those staff members responsible for the instructional program and the development of individual students.
  2. Consulting services will include:
    - a. Identification of the needs of students,
    - b. Identification, evaluation, and program implementation of students with special needs,
    - c. Development and implementation of preventive and supportive programs to address such problems as student attendance, violence, and suicide,
    - d. Alerting professional staff to the purposes, functions, and availability of guidance and counseling services,
    - e. Encouragement of cooperation among teaching staff members and parents in resolving individual student problems and addressing student needs,
    - f. Establishment and maintenance of fruitful relationships with State and local agencies for the purpose of professional referral and the sharing of experiences,



- g. Cooperation with business and industry to facilitate student job placement and vocational training, and
- h. Maintenance of a library of occupational and educational information.

D. Evaluation

The program of guidance and counseling will be reviewed annually to determine its strengths and weaknesses. The following information may be gathered and analyzed in that review:

1. Annual record of graduate placements in post-secondary situations;
2. Assessments of past graduates as to the effectiveness of guidance services received in the high school;
3. Results of surveys of parents and staff evaluations of guidance services;
4. Analysis of the efficacy of outside referrals;
5. Assessments by persons not employed in the school district and expert in the field of guidance and counseling; and
6. The personal evaluations of the guidance and counseling staff members to identify weaknesses in the administration of the program.

Issued: August 9, 2016



## R 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

The Board of Education shall provide instructional services to an enrolled student whether a general education student in Kindergarten through grade twelve or special education student age three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or special education.

### A. Request For Home Instruction Due To A Temporary or Chronic Health Condition

1. The parent shall submit a request to the CSA and school nurse that includes a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year.
2. The school nurse shall forward the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide reasons for denial to the CSA or school nurse.
3. The CSA or school nurse shall notify the parent concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

### B. Providing Services

1. The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.



2. The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency for the following categories of students:
  - a. A student who resides within the area served by this Board of Education and is enrolled in a public school program; or
  - b. A student who is enrolled in a nonpublic school that is located within the area served by this Board of Education pursuant to N.J.S.A. 18A:46A-1 et seq.

C. Minimum Standards For Home or Out-of-School Instruction

1. The district shall establish a written plan for the delivery of instruction to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress.
2. The teacher providing instruction shall be a certified teacher.
3. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.
4. For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision of home instruction will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.
5. For a student without a disability, the home instruction shall meet the Core Curriculum Content Standards and the requirements of the Board of



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Home Instruction Due to Health Condition

Education for promotion to the next grade level. When the provision of home instruction will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation pursuant to N.J.A.C. 6A:14.

Issued: 7 September 2010

Revised: 3/18/20



## R 2414 AT RISK PUPILS

### A. Assessment

1. School district personnel will use a variety of tests and/or assessments to determine if a pupil should be categorized as at risk of not meeting the proficiencies of the New Jersey Core Curriculum Content Standards.
2. Information regarding the district's assessment program, along with interpretive materials, will be released to the public as required by rules of the State Board of Education.

### B. Basic Skills Improvement Program

The Basic Skills Improvement Program to be prepared and recommended to the Board for submission to the County Superintendent will provide for:

1. The enrollment in preventive and remedial programs shall be required for pupils at risk who do not meet New Jersey Curriculum Content Standards Assessments;
2. The screening of pupils, within one month of enrollment, to determine whether they should be enrolled in preventive and remedial programs;
3. Supplemental instructional and related activities and services responsive to identified deficiencies and designed to meet the academic, social, economic, and environmental needs of pupils;
4. Evaluation of the progress of pupils toward proficiency in meeting the New Jersey Core Curriculum Content Standards;
5. Evaluation of the effectiveness of the district at risk program, in terms of pupil gains and other relevant factors;
6. A detailed budget for the administration, personnel, supplies, equipment, training of staff, and health and community services required for the at risk program;
7. Both the pupil and the pupil's parent(s) or legal guardian(s) will be notified of the pupil's need for at risk education. Notification will be made in writing in the language or mode of communication that is understood by the pupil and the parent(s) or legal guardian(s);



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At Risk Pupils

8. Continuing communication between teaching staff members and the parent(s) or legal guardian(s) of pupils receiving at risk education;
9. Programs and services may be offered during the regular school day, beyond the school day or in the summer; and
10. The Board shall provide training for the staff necessary to implement the programs and services for pupils at risk.

Issued: 7 September 2010



## R 2415 TITLE I SERVICES

The Board of Education elects to augment the instructional program of educationally deprived pupils by projects supported by federal funds allocated under Title I - The Improving America's Schools Act of 1994 (IASA) (Public Law 103-382) Part A and Part C Subpart 2.

### Purpose

The purpose of Title I is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.

### Title I Grants

The school district is eligible to receive a Basic Grant. The amount of the grant shall be in accordance with Federal and State Title I guidelines. The school district may be eligible for the following Title I grants:

- A. Basic Grant - The school district is eligible for a Basic Grant based on State expenditure levels, county poverty levels and number of eligible children in accordance with the Title I guidelines and regulations.
- B. Concentration Grants - The county may be eligible for a Concentration Grant based on the number of Title I eligible children in the county or on the county's poverty rate. The school district is eligible for the Concentration Grant if the county does not qualify for the grant and if the school districts where pupil poverty rates exceed those of the county where they live. Concentration Grants will be distributed to the county and/or the school district in accordance with all Title I guidelines and regulations.
- C. Target Grants - The school district is eligible to receive a Target Grant if it has at least ten formula children and if the number of low income children is at least five percent of the total school population, aged 5 to 17 years old. Target Grants will be distributed in accordance with the Title I guidelines and regulations.

### Application Procedure

- A. The school district will submit an application and plan for Consolidated Grant funds to the New Jersey Department of Education for approval. The school district plan and application must describe:



1. Any additional high quality assessments, if any, other than those described in the State Plan, that the school district and the individual schools will use to;
    - a. Determine success in meeting the State's pupil performance standards;
    - b. Provide information on individual pupil progress;
    - c. Assist in diagnosis, teaching and learning in the classroom that will enable children served under the Title I to meet the State standards and attain success in the local curriculum; and
    - d. Determine that revisions are needed to Title I projects to facilitate the above.
  2. Indicators that will be used to provide information on individual pupil progress toward meeting the State performance standards and to aid in improving instruction;
  3. The professional development activities;
  4. Poverty criteria used to select eligible school attendance areas;
  5. How pupils most in need of services in non school-wide schools will be selected;
  6. How the school district will coordinate and integrate services provided with other educational services, federal programs and programs provided by other State agencies, at the school district or individual school level;
  7. Plans to provide for and include eligible children in private schools;
  8. How school improvement and corrective action will be carried out;
- B. The school district will develop the Title I plan in consultation with parent(s) or legal guardian(s) of children in schools served under Title I.

## Program Requirement, Determination and Allocation of Funds

- A. Determination - Title I funds will be used only in eligible school attendance areas as designated in the Title I guidelines and regulations. In order for a school to be designated as an eligible school attendance area, for Title I purposes, the percentage of children from low-income families in the school attendance area must be at least as high as the percentage of children from low-income families in the school district as a whole.



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- B. Ranking Order - The school district may rank its attendance areas by grade-span grouping or for the entire school district. If funds are insufficient to serve all eligible school attendance areas, the school district will:
1. Annually rank, without regard to grade-span, eligible school attendance areas in which the concentration of children from low income families exceeds 75% from highest to lowest according to the percentage of children from low income families; and
  2. Serve such eligible school attendance areas in rank order.
- C. Remaining Funds - If funds remain after serving these eligible school attendance areas, a school district will:
1. Annually rank such agency's remaining eligible school attendance areas from highest to lowest either by grade span or for the entire local educational agency according to the percentage of children from low-income families; and
  2. Serve such eligible school attendance areas in rank order either within each grade-span grouping or within the school district as a whole.
- D. Measures of Identification - The school district will use the best available measure for identifying children from low-income families to identify eligible school attendance areas, determine the ranking of each area and to determine allocations. This measure shall be the number of children ages five through seventeen in poverty counted in the most recent census date, the number of children eligible for free and reduced-price lunches under the National School Lunch Act, the number of children in families receiving assistance under the Aid to Families with Dependent Children program, the number of children eligible to receive medical assistance under the Medicaid program, or a composite of such indicators. This requirement is not applicable if the school district has a total enrollment of less than 1,000 children.
- E. Waiver for Desegregation Plan - The U.S. Secretary of Education may approve the school district's written request for a waiver of the eligible attendance area requirements in accordance with Title I guidelines and regulations.
- F. School District Discretion - In general the school district may:
1. Designate as eligible any school attendance area or school in which at least 35% of the children are from low income families;



2. Use Title I funds in a school that is not in an eligible school attendance area, if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of such agency;
  3. Elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if:
    - a. The school meets the comparability requirements;
    - b. The school is receiving supplemental funds from other state or local sources; and
    - c. The funds expended from other sources are equal to or exceed the amount that would be provided under Title I.
  4. SPECIAL RULE: If a Local Educational Agency (LEA) chooses not to serve an eligible school attendance area, the number of children attending private elementary and secondary schools who are to receive services, and the assistance such children are to receive under this part, shall be determined without regard to whether the public school attendance area in which such children reside receives Title I funds.
- G. Allocations: In general:
1. The school district will allocate Title I funds to eligible school attendance areas or eligible schools, in rank order, on the basis of the total number of children from low-income families in each area or school.
  2. The per-pupil amount of funds allocated to the school attendance area or school shall be at least 125% of the per pupil amount of funds the school district received for that year under the poverty criteria described by the school district's plan. This will not apply if the school district only serves schools in which the percentage of such children is 35% or greater.
  3. The school district may reduce the amount of funds allocated for a school attendance area or school by the amount of any supplemental state and local funds expended in that school attendance area or school for programs that meet the requirements for school-wide or target assistance schools.



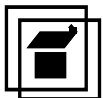
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Title I Services

4. The school district will reserve Title I funds as necessary to provide services comparable to those provided to children in schools funded with Title I funds to serve:
  - a. Where appropriate, eligible homeless children who do not attend participating schools, including providing educationally related support services to children in shelters;
  - b. Children in local institutions for neglected or delinquent children; and
  - c. Where appropriate, neglected and delinquent children in community day school programs.
- H. Children Enrolled in Private Schools - The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children. The school district will contact the private school in writing and consult with private school officials before the school district makes any decision that affects the private school children. This consultation shall include the following:
  1. Criteria for low income;
  2. How the children's needs will be identified;
  3. What services will be offered;
  4. How and where the services will be provided; and
  5. How the services will be assessed and the size and scope of equitable services to be provided to the eligible private school children and the proportion of funds allocated for such services.

The school district will keep records of the consultation with the private school officials and funds will be allocated to private schools in accordance with Title I guidelines and regulations.
- I. Coordination Requirements - The school district will provide the State Department of Education assurances that it will provide the maximum coordination between the Title I program, the regular school program and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, disabled children and Limited English Proficient (LEP) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I service, even if they arrive in the school year, are served.



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## LAFAYETTE TOWNSHIP SCHOOL

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Title I Services

- J. Application Procedures - The school district may apply for Title I funds under Basic Grants, Concentration Grants and Local Neglected or Delinquent (N or D) Grants either individually or cooperatively with other school districts in accordance with Title I guidelines and regulations.
- K. Submission of Application - The school district will submit its Title I application and supporting information in accordance with Title I guidelines and regulations.
- L. Application Review - The Department of Education will review the school district's application in accordance with Title I guidelines and regulations.

### Fiscal Requirements

- A. The amount of funds the school district may be entitled to is based on the school district formula count as indicated in the Title I guidelines and regulations. The school district will use Title I funds for projects designed to provide supplemental services to meet the special educational needs of educationally deprived children at the preschool, elementary and secondary school levels. Title I funds will only be used to pay for authorized activities as indicated in the school district's application and plan and as provided for in the Title I guidelines and regulations.
- B. Utilization - The school district may use Title I funds for projects designed to provide supplemental services to meet the special education needs of educationally deprived children at the preschool, elementary and secondary school levels. Funds will be used and the funds will only pay for Title I activities in accordance with Title I guidelines and regulations.
- C. Maintenance of Effort - The school district may receive the full Title I allocation if the State Department of Education determines that either the school district's per pupil expenditures or aggregate expenditures of State and local funds for free public education in the preceding year were not less than 90% of the expenditures for the second preceding year. The school district's allocation will be reduced by the exact percentage that the school district failed to meet the 90% level.
- D. Comparability of Services - Title I funds will be used only to supplement the district's regular programs and will not be used to supplant state and local funds received by this district. The school district will use state and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance. Moreover, state and local funds will be used to provide comparable services in all schools receiving Title I assistance.



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Title I Services

In order to achieve comparability of services, the Board directs the Superintendent to assign teachers, administrators, and auxiliary personnel and to provide curriculum materials and instructional supplies to schools and classes in such a manner as to ensure equivalence throughout the district in professional services and educational materials.

Title I services provided to private school pupils will be equivalent to those provided to public school pupils.

- E. Supplement - The school district will use Title I funds to supplement, and to the extent practicable, increase the level of funds that would, in the absence of such funds, be made available from non-federal sources for the education of pupils participating in Title I programs and projects.
- F. Capital Expenses - The school district may apply to the State Department of Education for costs associated with capital expenses incurred to provide equitable services for eligible private school children.
- G. Property - Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with state and federal guidelines.

20 U.S.C.A. 3801 et seq.

34 C.F.R. Part 200

20 U.S.C.A. 6301 et seq.

Title I Program Guidelines, New Jersey Department of Education

Issued: 7 September 2010



## R 2415.20 NO CHILD LEFT BEHIND COMPLAINTS

Pursuant to 20 USC 7844, Sec 9304 (a)(3)(C), of the No Child Left Behind Act of 2001 (NCLB), a Board of Education shall adopt a policy and written procedures that offer parent(s) or legal guardian(s), public agencies, other individuals, or organizations a method for receipt and resolution of complaints alleging violations in the administration of the NCLB programs.

- A. Complaint Procedure Alleging A Violation By A School, School District, Or Other Agency Authorized By The School District Or The New Jersey Department Of Education (NJDOE)
1. A Complaint is a written allegation that a school, school district, other agency authorized by the school district, or the NJDOE has violated the law in the administration of education programs required by the NCLB Act.
  2. A Complaint shall identify:
    - a. The alleged NCLB violation;
    - b. The facts supporting the alleged violation; and
    - c. Any supporting documentation.
  3. A Complaint may be submitted in writing or electronically. If a Complaint is submitted electronically, a hard copy should also be sent to the NJDOE via regular mail at the address indicated below.
  4. A Complaint shall be submitted to the Superintendent. The Complaint shall be in writing and shall be mailed, hand-delivered, or electronically submitted to the Superintendent.
  5. The Superintendent shall be responsible to coordinate the investigation of the allegations in the Complaint.
    - a. The Superintendent shall acknowledge receipt of the Complaint to the complainant within ten business days of receipt of the Complaint.



- b. The Superintendent may meet with building and district administrative staff, teaching staff, support staff, pupils, and/or the complainant(s) to determine if a violation of the administration of a NCLB program has occurred.
  - c. The Superintendent may request additional information from the complainant regarding the Complaint.
  - d. The Superintendent shall submit a written report regarding the outcome of the investigation to the complainant.
  - e. If the outcome of the investigation concludes a violation has occurred, the Superintendent shall identify and impose the appropriate consequences or corrective action to resolve the Complaint.
  - f. The outcome of the investigation may conclude the Complaint alleges a violation in the administration of a program by the NJDOE and the complainant shall be informed of the NJDOE Complaint Policy and Procedures as outlined in B. below.
6. If the complainant is not satisfied with the outcome of the investigation, the complainant may initiate a Complaint by submitting a written Complaint to the NJDOE to the attention of the County Superintendent. A list of the County Offices of Education and County Superintendents can be found at <http://www.state.nj.us/njded/regions/> or by calling (609) 292-4469.
7. When a written Complaint is received by the County Superintendent, the appropriate NJDOE personnel will issue a Letter of Acknowledgement to the complainant within ten business days of receipt of the Complaint. This letter shall contain the following information:
- a. The date the Complaint was received;
  - b. A brief statement of the manner in which the NJDOE will investigate the Complaint;
  - c. If necessary, request for additional information regarding the Complaint;
  - d. The name and phone number of a contact person for status updates; and



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No Child Left Behind Complaints

- e. A tentative resolution date that is sixty days from the date the written Complaint was received by the County Office.
  - (1) Based on the facts of the alleged violation, an extension of time may be required to resolve the Complaint. If an extension is required, the appropriate NJDOE personnel will issue a follow-up letter prior to the initial resolution date informing the complainant of the revised timeframe.
- 8. The County Superintendent will coordinate the investigation of a Complaint. When the investigation is complete, the County Superintendent will notify the complainant in writing regarding the outcome of the investigation.
- 9. If a violation has occurred, the Assistant Commissioner assigned to oversee the matter shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint.
- 10. If the complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary at:

Office of Hearings & Appeals  
400 Maryland Avenue, SW  
Washington, DC 20202-4611  
(202) 619-9700

or at their website at:

<http://www.ed-oha.org/index.html>

#### B. Complaint Procedure Alleging A Violation By The New Jersey Department Of Education (NJDOE)

- 1. A Complaint is a written allegation the NJDOE has violated the law in the administration of education programs required by the NCLB.
- 2. A Complaint shall identify:
  - a. The alleged NCLB violation;
  - b. The facts supporting the alleged violation; and



- c. Any supporting documentation.
3. To initiate a Complaint alleging the NJDOE has violated the administration of a NCLB program, a complainant must submit a written Complaint to the New Jersey Department of Education Chief of Staff or the United States Department of Education Secretary at the address indicated below. The NJDOE requests the complainant first contact the New Jersey Department of Education Chief of Staff to resolve the issue.

New Jersey Department of Education  
Office of the Chief of Staff  
P.O. Box 500  
Trenton, New Jersey 08625-0500  
(609) 292-4442

U.S. Department of Education  
Office of Hearings & Appeals  
400 Maryland Avenue, SW  
Washington, DC 20202-4611  
(202) 619-9700  
<http://www.ed-oha.org/index.html>

4. When a written Complaint is received by the NJDOE, the Chief of Staff will assign the investigation of this Complaint to the Office of Strategic Initiatives and Accountability or other designated office. This Office will issue a Letter of Acknowledgement to the complainant within ten business days of receipt of the Complaint. This letter shall contain the following information:
  - a. The date the Complaint was received;
  - b. A brief statement of the manner in which the Department of Education will investigate the Complaint;
  - c. If necessary, request for additional information regarding the Complaint;
  - d. The name and phone number of a contact person for status updates; and
  - e. A tentative resolution date that is sixty days from the date that the written Complaint was received.



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No Child Left Behind Complaints

- (1) Based on the facts of the alleged violation, an extension of time may be required to resolve the Complaint. If an extension is required, the appropriate NJDOE personnel will issue a follow-up letter prior to the initial resolution date informing the complainant of the revised timeframe.
5. The NJDOE Office of Strategic Initiatives and Accountability will coordinate the investigation of a Complaint concerning an alleged violation by the NJDOE. When the investigation is complete, the Chief of Staff will notify the complainant in writing regarding the outcome of the investigation.
6. If it is determined a violation by the NJDOE has occurred, the Chief of Staff shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint.
7. If a complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary at the address above.

New Jersey Department of Education 1/26/07 Memorandum – No Child Left Behind Complaint Policy and Procedure

Issued: 7 September 2010



## R 2417 STUDENT INTERVENTION AND REFERRAL SERVICES

- A. The Superintendent will establish and implement district-wide procedures for the school building in which general education students are served for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing difficulties and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1.
- B. The Building Principal will establish an Intervention and Referral Services Team referred to as the I&RS Team. The I&RS Team will be comprised of the following:
  - 1. The Principal or a member of the teaching staff other than special education, who is appointed by the Principal to act on his/her behalf and with his/her authority, shall act as chairperson;
  - 2. A member of the Child Study Team (CST);
  - 3. The staff member who referred a student in need of assistance or identified a school issue for discussion; and
  - 4. Such other school staff members as may effectively aid in the development and implementation of the assistance plan for a particular pupil.
  - 5. The district will provide support, guidance, and professional development to school staff who participate in the building's system for planning and providing intervention and referral services.
- C. Student Referral
  - 1. A student not known to have a disability who is experiencing difficulty in the classroom may be referred to the I&RS Team by the classroom teacher or by his/her parent(s) or legal guardian(s). The student's parent(s) or legal guardian(s) shall be informed of any such referral.
    - a. The district will provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties.



2. When it appears that a referred student may have a disability, the I&RS Team shall refer the student to the CST for evaluation pursuant to Policy No. 2460 for a determination of the student's eligibility for special education and/or related services.
3. The I&RS Team shall consult with the student's regular classroom teacher, parent(s) or legal guardian(s), and any school employee as appropriate to gather relevant information regarding the student's educational status, attendance, classroom behavior, and school conduct.
4. The school nurse shall review the student's health records and inform the committee of any condition relevant to the student's difficulties. Any information regarding any infection with HIV virus or AIDS may be released only with the written permission of the adult student or the student's parent(s) or legal guardian(s).
5. As appropriate, the I&RS Team may consult with community-based social and health agencies that provide services to the student or the student's family.

D. Intervention and Referral Action Plans

1. The I&RS Team shall prepare a written action plan for referred students who require supportive services, modifications to their regular educational program, or assessment and referral to school or community-based social and/or health provider agencies.
2. The intervention and referral services action plan shall:
  - a. Detail any modifications in the student's educational program,
  - b. List the persons who will implement the action plan,
  - c. Include any recommendations for assessment and referral to specified school or community-based social and/or health provider agencies,
  - d. Document parental notification of the student's referral and any change in educational placement or the withholding of parental notification because child abuse was suspected or federal rules mandated confidentiality in an alcohol or drug related matter,



- e. The parent(s) or legal guardian(s) shall be actively involved in the development and implementation of any intervention and referral services action plans, and
    - f. Identify the committee member to monitor and review the student's progress.
  - 3. The implementation and effectiveness of the intervention and referral services action plan shall be reviewed within eight calendar weeks from the beginning of its implementation. The committee shall consult the referring staff member for his/her assessment of the effectiveness of the plan.
  - 4. If the implementation of the action plan is determined to be ineffective, the plan shall be reviewed and amended as necessary. If the review indicates a disability, the student shall be referred to the CST.
- E. Records and Reports
- 1. Records of all requests for assistance, intervention and referral services action plans, and related student information shall be maintained in accordance with federal and State laws pursuant to N.J.A.C. 6A:16-8.2(a)9.
  - 2. At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and problems identified through committee discussions and documented in intervention and referral services action plans. The report shall include:
    - a. A description of the needs and issues identified through referrals to the committee,
    - b. An identification and analysis of significant needs and issues that could facilitate school planning for the subsequent year,
    - c. A description of activities planned in response to the needs and issues significant in school planning, and
    - d. The Principal's report shall be given to the Board of Education and kept on file as a public record.

Issued: 7 September 2010



## 2418 SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS (M)

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

### A. Definitions

1. "Accommodation" means a change in the educational setting, instructional strategies, materials, and/or supplementary/related aids and services that does not significantly alter the content of the curriculum or level of expectation for a student's performance, but which allows the student to access the regular general education curriculum.
2. "Act" means the Rehabilitation Act of 1973.
3. "Aids and Services" means aids and services designed to meet the individual student's educational needs to the same extent as the needs of students without disabilities are met. 34 CFR §104.33
4. "Board" means the Board of Education of this school district.
5. "Complainant" means a parent of a student with a disability who files a grievance in accordance with the grievance procedure.
6. "Day" means either calendar or working day, as specified in the Act.
7. "Disability" means, with respect to an individual, that the individual meets one or more of the following three prongs:
  - a. A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
  - b. A record of such an impairment; or



- c. Being regarded as having such an impairment.
- 8. "District" means this school district.
- 9. "District 504 Coordinator" means the district official responsible for the coordination of activities relating to compliance with the Act.
- 10. "FAPE" means free appropriate public education. FAPE consists of the provision of regular or special education and related aids and services designed to meet the educational needs of a student with a disability to the same extent as the needs of non-disabled students are met.
- 11. "Grievance" means an unresolved problem concerning the interpretation or application of law and regulations regarding discrimination by reason of a disability by an officer or employee of this district.
- 12. "Individuals with Disabilities in Education Act" (IDEA) identifies eligible children and young adults who have specific types of disabilities and, thus, require special education and related services. If they qualify, students receiving services through IDEA may also be eligible for services under Section 504 and ADA.
- 13. "Major life activities" means those of central importance to daily life and include, but are not limited to, functions such as: caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sitting, writing, standing, reaching, lifting, sleeping, bending, speaking, breathing, reading, concentrating, thinking, communicating, interacting with others, learning, and working. "Major life activities" also include physical or mental impairments that substantially limit the operation of a major bodily function, including, but not limited to: functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, reproductive systems, and the operation of an individual organ within a body system. 28 CFR §35.108; 28 CFR §36.105



14. “Mitigating measures” means steps taken to eliminate or reduce the symptoms or impact of an impairment. “Mitigating measures” include, but are not limited to: medication; medical equipment/appliances; mobility devices; low vision devices (not including ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids, cochlear implants, or other implantable hearing devices; oxygen therapy equipment and supplies; the use of assistive technology; reasonable modifications or auxiliary aids or services; learned behavioral or adaptive neurological modifications; and psychotherapy, behavioral, or physical therapies. 42 U.S.C. 126 §12102
  - a. Mitigating measures, must not be used when determining whether an impairment is a disability except for the use of corrective eyeglasses or contact lenses. Mitigating measures may be considered in assessing whether someone is entitled to reasonable accommodation or poses a direct threat.
15. “Physical or mental impairment” means any physiological disorder or condition such as, cosmetic disfigurement or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic and lymphatic, skin, and endocrine; or any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. 28 CFR §35.108(b)(2) and 28 CFR§36.105(b)4
  - a. Physical or mental impairments may include, but are not limited to: contagious and noncontagious diseases and conditions; orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; intellectual disability; emotional illness; dyslexia and other specific learning disabilities; Attention Deficit Hyperactivity Disorder (ADHD); Human Immunodeficiency Virus



(HIV) (whether symptomatic or asymptomatic); tuberculosis; drug addiction; and alcoholism.

- b. Physical or mental impairments do not include: transvestism; transsexualism; homosexuality or bisexuality; gender identity disorders; sexual behavior disorders; pedophilia; exhibitionism; environmental, cultural, and economic disadvantages; pregnancy; physical characteristics; personality traits or behaviors; normal deviations in height, weight, or strength; compulsive gambling; kleptomania; pyromania; and psychoactive substance use disorders resulting from current illegal use of drugs.
  - c. An impairment that is episodic or in remission may be considered a “disability” if it would substantially limit a major life activity when active.
  - d. Not all impairments are disabilities.
16. “Qualified student with a disability” means a student with a disability at the preschool, elementary, or secondary level, who is: (1) of an age at which students without disabilities are provided educational services; (2) of an age at which it is mandatory under State law to provide educational services to students with disabilities; or (3) a student to whom a State is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).
17. “Record of such an impairment” means has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.
18. “Regarded as having an impairment” means the individual establishes that he or she has been subjected to a prohibited action because of an actual or perceived physical or mental impairment, whether or not that impairment substantially limits or is perceived to substantially limit a major life activity.



- a. For this prong only, the public entity must demonstrate the impairment is or would be both transitory (lasting or expected to last six months or less) and minor to show an individual is not regarded as having such an impairment. 42 U.S.C. 126 §12102(3)(B)
  - b. A public entity is not required to provide a reasonable modification to an individual meeting the definition of “disability” solely under the “regarded as” prong.
19. “Section 504” means Section 504 of the Act.
20. “Student” means an individual enrolled in any formal educational program provided by the school district.
21. “Substantially limits” means the extent to which the impairment limits a student’s ability to perform a major life activity as compared to most people in the general population, whether or not an individual chooses to forgo mitigating measures. 42 U.S.C. 126 §12102 (4); 28 CFR §35.108(d); 28 CFR §35.105(d) The rules of construction when determining whether an impairment substantially limits a student in a major life activity include:
  - a. That it is broadly construed in favor of expansive coverage, to the maximum extent permitted under the Act.
  - b. That it does not demand extensive analysis.
  - c. That it substantially limits one major life activity, but not necessarily other major life activities.
  - d. That it may be episodic or in remission, as long as the disability would substantially limit a major life activity when active.



- e. That it need not prevent, or significantly or severely restrict, an individual from performing a major life activity.
- f. That it requires an individualized assessment which does not create an “inappropriately high level of limitation” and is based upon the conditions, manner, or duration under which the individual can perform the major life activity 42 U.S.C. 12102(4)(B).
- g. That it generally will not require scientific, medical, or statistical evidence (although such evidence can be required where appropriate - evidence that can be considered may include statements or affidavits of affected individuals and school records).
- h. That the determination is made without regard to ameliorative effects of mitigating measures, except for the use of ordinary eyeglasses or contact lenses intended to fully correct visual acuity or eliminate refractive error. Non-ameliorative effects, such as the negative side effects of medication or a medical procedure, may also be considered.
- i. That the effects of an impairment lasting or expected to last less than six months can be substantially limiting for establishing a disability under the first two prongs: “actual disability” or “record of”.

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

- 1. The District 504 Coordinator will be responsible for the initial evaluation of all allegations, reasonable accommodations (if required), and re-evaluations.
- 2. The District 504 Coordinator will comply with the mediation and due process requirements pursuant to N.J.A.C. 6A:14-2.6 and 6A:14-2.7 where applicable in cases arising from Section 504.

C. Educational Program



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Section 504 of the Rehabilitation Act of 1973

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1. General:

- a. The Board will not, on the basis of a disability, exclude a student with a disability from a program or activity and will take into account the needs of such student in determining the aid, benefits, or services to be provided under a program or activity.
- b. Identification for special education services under IDEA and accommodations under Section 504 are not mutually exclusive.
- c. Students not otherwise eligible for special education programs and/or related services pursuant to N.J.A.C. 6A:14-1 et seq. may be referred to the District 504 Coordinator by the parent or staff member.
- d. The Board will provide reasonable accommodation(s) to students with disabilities notwithstanding any program and/or related services required pursuant to N.J.A.C. 6A:14-1 et seq.

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

1. FAPE must be provided without cost to the student's parent, except for those fees imposed on a parent of a non-disabled student.
2. The district may place a student with a disability in or refer such student to a program other than one it operates as its means of carrying out the provisions of this Regulation.
  - a. The district will continue to maintain responsibility for ensuring the requirements of the Act are met in respect to any student with a disability so placed or referred.
  - b. The district will ensure adequate transportation to and from the program, provided at no greater cost than would be incurred by the parent if the student were placed in a program operated by the district.



- (1) The administration will consider the proximity of any alternative setting to the student's home.
- (2) If a public or private residential placement is necessary to provide FAPE to a student with a disability, the placement, including non-medical care, room, and board, shall be provided at no cost to his/her parent.

E. Evaluation and Placement - 34 CFR §104.35

1. The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services on the basis of disability.
  - a. Section 504 evaluations may encompass record and work sample review; direct observation in the natural setting; interviews with the student, parent, and school personnel; and/or administration of assessment measures. They do not include independent evaluations.
  - b. It may be determined that additional data is required, including the administration of formal standardized instruments and data on conditions in remission or episodic in nature. Tests and other evaluation materials must meet the following criteria:
    - (1) Validated for the specific purpose for which they are used and administered by trained personnel;
    - (2) Tailored to assess specific areas of educational need and not merely those designed to provide a single intelligence quotient; and
    - (3) Accurately reflect aptitude or achievement or whatever else the tests purport to measure, rather than the student's



impaired sensory, manual, or speaking skills (unless the test is designed to measure these particular factors).

2. In interpreting evaluation data and in making placement decisions, the district will:
  - a. Draw information from a variety of sources, including, but not limited to: aptitude and achievement tests, medical evaluations, teacher recommendations, physical condition, social and cultural background, and adaptive behavior;
  - b. Establish procedures to ensure that information obtained from all such sources is documented and carefully considered;
  - c. Ensure that placement decisions are made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and placement options; and
  - d. Ensure that placement decisions are made in conformity with this Regulation and 34 CFR §104.34.
3. The District 504 Coordinator will establish timelines for re-evaluations of students receiving reasonable accommodation(s). A parent may request a re-evaluation at any time upon written request to the District 504 Coordinator.
4. Copies of requests for evaluation and related documents will be maintained in a designated Section 504 file folder placed in the student's cumulative record.

F. Section 504 and Special Education

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



2. A referral for a Section 504 evaluation may be made concurrently with a pending special education evaluation. In such instances, the Section 504 evaluation should be conducted during the same timeline utilized for the special education assessment. Generally, the Section 504 evaluation should be conducted in less than sixty days.
3. If a student is found eligible under Section 504 prior to the special education team's findings, a Section 504 Accommodation Plan will be developed pending the special education team's findings. If the student is then found eligible for special education, an Individualized Education Program (IEP) will be developed and the IEP team can incorporate into the IEP any accommodations/services provided in the Section 504 Accommodation Plan.
4. A separate Section 504 team meeting will be convened when a student is identified as eligible for special education and no longer requires accommodations/services under Section 504.
5. When an IEP team determines a student is not eligible or no longer eligible for special education, there may be circumstances when a Section 504 referral for evaluation may be appropriate and should be considered. The IEP team may document the student is being referred for a Section 504 evaluation, and the eligibility evaluation shall be addressed in a separate Section 504 team meeting.

G. Section 504 Accommodation Plan

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



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- b. Understand the meaning of evaluation data; and
  - c. Are familiar with placement options.
2. The District 504 Coordinator, based on the evaluation of the student eligible for services under Section 504, will prepare a Section 504 Accommodation Plan which may include as relates to the student:
- a. Name;
  - b. Date of birth;
  - c. Current educational placement;
  - d. Name of the District 504 Coordinator preparing the Section 504 Accommodation Plan;
  - e. Disabling condition:
    - (1) Major life activity impaired;
    - (2) Educational impact; and
    - (3) Impact on related educational progress.
  - f. Accommodation (as appropriate):
    - (1) Physical and learning environment;
    - (2) Instructional;
    - (3) Behavioral;
    - (4) Evaluation;



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Section 504 of the Rehabilitation Act of 1973

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- (5) Medical; and/or
    - (6) Transportation.
  - g. Other:
    - (1) List of individuals participating in the development of the plan, along with their titles and the date(s) of their participation.
    - (2) Certification by the student's parent that he or she has participated in the development of the plan and provided consent to its implementation.
    - (3) A waiver of the fifteen days' notice prior to the implementation of the plan by the parent if the plan is to be implemented sooner than the fifteen days.
- 3. A Section 504 Accommodation Plan should not:
  - a. Modify the curriculum;
  - b. Exempt a student from a course or subject required for graduation;
  - c. Alter the level of expectation for a student's performance;
  - d. Provide an extended time accommodation only for standardized testing when it is not required as part of the regular program of evaluation;
  - e. Include any testing accommodations unless authorized by the testing agency; and
  - f. Assign responsibility for implementing Section 504 accommodations to another student.



4. A Section 504 Accommodation Plan should:
    - a. Directly relate to a student's identified needs;
    - b. Be specific, measurable, and tailored to meet students' identified needs to allow for consistent implementation;
    - c. Be written to incorporate specific symptoms, behavior, or triggers that elicit implementation of the accommodation or service if required only occasionally; and
    - d. Clearly state how much extended time is required based upon a student's identified needs, if the Section 504 team determines such an accommodation is appropriate.
  5. Students needing medication:
    - a. Not all students needing medication administered by school staff will require a Section 504 Accommodation Plan. It is not necessary to qualify a student as having a disability that substantially limits a major life activity under Section 504 in order to provide a service that schools perform for all general education students.
    - b. A Section 504 referral with the potential for a subsequent Section 504 Accommodation Plan is appropriate when a student is found to have a disability that substantially limits a major life activity and needs medication administered on a systematic basis to receive equal access to the educational program.
- H. Nonacademic/Extracurricular Services - 34 CFR §104.37
1. Nonacademic and Extracurricular Services may include counseling, physical recreational athletics, transportation, health services, recreational activities, special interest groups or school clubs, and/or referrals to



agencies which provide assistance to students with disabilities and student employment.

2. The Board and administration will ensure that students with disabilities are not counseled toward more restrictive career objectives than are nondisabled students with similar interests and abilities.
3. The Board will provide to students with disabilities equal opportunity as afforded nondisabled students for participation in physical education courses, athletics, and similar programs and activities.
  - a. The district may offer students with disabilities physical education and athletic activities that are separate or different from those offered to nondisabled students only if the separation or differentiation is consistent with the requirements of 34 CFR §104.34 and only if no student with a disability is denied the opportunity to compete or to participate.

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

1. This grievance procedure shall apply to a student with a disability alleging discrimination under the provisions of Section 504 of the Rehabilitation Act of 1973.
2. The parent who believes his or her child has a valid basis for a grievance under Section 504 shall file an informal complaint in writing with the District 504 Coordinator stating the specific facts of the grievance and the alleged discriminatory act.
3. The District 504 Coordinator will make reasonable efforts to resolve the matter informally by reviewing the grievance with appropriate staff including, but not limited to: the Principal, Child Study Team staff, and/or classroom teacher(s).



# REGULATION

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Section 504 of the Rehabilitation Act of 1973

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4. The District 504 Coordinator will investigate and document the complaint including dates of meetings, dispositions, and date(s) of dispositions. The District 504 Coordinator will provide a written decision to the complainant within seven working days of the written complaint.
5. If the complainant is not satisfied with the District 504 Coordinator's written decision, the complainant may appeal the decision in writing, setting out the circumstances that give rise to the alleged grievance. This written appeal must be filed with the District 504 Coordinator within three working days of the complainant's receipt of the written decision. The written appeal must state the basis for the appeal and the remedy sought by the complainant.
6. The District 504 Coordinator will appoint a qualified hearing officer within seven working days of the receipt of the written appeal. The hearing officer will conduct a hearing within seven working days of receipt of the written appeal. The hearing officer will give the parent a full and fair opportunity to present evidence relevant to the issues raised under the initial grievance. The parent may, at his or her own expense, be assisted or represented by individuals of their choice, including legal counsel. The hearing officer will present a written decision to the District 504 Coordinator and aggrieved individual within seven working days of the hearing.
7. The complainant may file a written appeal to the Board if not satisfied with the hearing officer's decision provided the written appeal is submitted to the Superintendent within three working days of the complainant's receipt of the hearing officer's written decision. The Board may, but is not required to, conduct a Board hearing on the appeal.
8. The complainant may request mediation and due process in accordance with N.J.A.C. 6A:14-2.6 and 2.7 if unsatisfied with the written decision of the Board. If specifically requested by the parent, the aforementioned N.J.A.C. 6A:14-2.6 and 2.7 grievance procedures must be followed.

Adopted: 10/17/17



## R 2423 BILINGUAL AND ESL EDUCATION

### A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all courses or subjects that a child is required by law or rule to receive, given in the native language of English language learners (ELLs) enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of ELLs enrolled in the programs, and in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area that is the native land of the parents of ELLs enrolled in the program, and in the history and culture of the United States.
2. "Bilingual part-time component" means a program alternative in which students are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.
3. "Bilingual resource program" means a program alternative in which students receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual student basis.
4. "Bilingual tutorial program" means a program alternative in which students are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.
5. "Dual-language bilingual education program" means a full-time program of instruction in elementary and secondary schools that provides structured English language instruction and instruction in a second language in all content areas for ELL students and for native English speaking students enrolled in the program.
6. "Educational needs" means the particular educational requirements of ELLs; the fulfillment of which will provide them with equal educational opportunities.



7. "English as a second language (ESL) program" means a daily developmental second-language program of at least one period of instruction based on student language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the student's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.
8. "English language development standards" means the 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies ELLs in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium ([www.wida.us](http://www.wida.us)) and are available for review at <http://www.wida.us/standards/eld.aspx>.
9. "English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.
10. "English language proficiency test" means a test that measures English language skills in the areas of aural comprehension, speaking, reading, and writing.
11. "English language services" means services designed to improve the English language skills of ELLs. The services, provided in school districts with less than ten ELLs, are in addition to the regular school program and are designed to develop aural comprehension, speaking, reading, and writing skills in English.
12. "Exit criteria" means the criteria that must be applied before a student may be exited from a bilingual, ESL, or English language services education program.



13. "High-intensity ESL program" means a program alternative in which students receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.
14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education. All students in an instructional program alternative receive English as a second language.
15. "Native language" means the language first acquired by the student, the language most often spoken by the student, or the language most often spoken in the student's home regardless of the language spoken by the student.
16. "Parent(s)" for the purposes of Policy and Regulation 2423 means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. When parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
17. "Review process" means the process established by the Board of Education to assess ELLs for exit from bilingual, ESL, or English language services programs.
18. "Sheltered English instruction" means an instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELLs.

B. Identification of Eligible English Language Learners (ELLs)

1. The Superintendent of Schools will designate a teaching staff member(s) who will determine the native language of each ELL at the time of enrollment of the student in the school district. The district will:



- a. Maintain a census indicating all students identified whose native language is other than English; and
    - b. Develop a screening process, initiated by a home-language survey, to determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.
  2. The district shall determine the English language proficiency of all Kindergarten to grade twelve students who are not screened out and whose native language is other than English, by administering a Department of Education-approved English language proficiency test, assessing the level of reading in English, reviewing the previous academic performance of students, including their performance on standardized tests in English, and reviewing the input of teaching staff members responsible for the educational program for ELLs. Students who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator shall be considered ELLs. The district shall also use age-appropriate methodologies to identify preschool ELLs to determine their individual language development needs.
- C. Bilingual Programs for English Language Learners (ELLs)
1. All Kindergarten through grade twelve ELLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 will be provided with all required courses and support services outlined in a. through g. below to prepare ELLs to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer programs, and remedial services as needed by ELLs. The district shall also provide appropriate instructional programs to eligible pre-school ELLs based on need according to the New Jersey Preschool Program Implementation Guidelines, 2015. The guidelines provide developmentally appropriate recommendations for good practice and are intended for school districts that provide preschool programs.



- a. The Board of Education shall establish English language services designed to improve the English language proficiency of ELLs whenever there are at least one, but fewer than ten ELLs enrolled in the school district. English language services shall be provided in addition to the regular school program.
- b. The Board of Education shall establish an ESL program that provides at least one period of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled in the school district.
  - (1) An ESL curriculum that addresses the WIDA English language development standards shall be developed and adopted by the Board to address the instructional needs of ELLs.
  - (2) The ESL curriculum will be cross-referenced to the district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas taught.
- c. The Board of Education shall establish bilingual education programs whenever there are twenty or more ELLs in any one-language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. The bilingual education programs shall:
  - (1) Be designed to prepare ELLs to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All ELLs participating in the bilingual programs shall also receive ESL instruction;
  - (2) Include a curriculum that addresses the Core Curriculum Content Standards, the WIDA English language development standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and



- (3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district.
- d. ELLs shall be provided with equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Content Standards, including comprehensive health and physical education, the visual and performing arts, and career awareness programs. The instructional opportunities shall be designed to assist ELLs to fully comprehend all subject matter and demonstrate their mastery of the content matter.
- e. The Board of Education shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable ELLs to meet the Core Curriculum Content Standards for graduation. When sufficient numbers of students are not available to form a bilingual class in a subject area, the Board shall develop plans in consultation with and approved by the New Jersey Department of Education to meet the needs of the students.
- f. The Board of Education shall design additional programs and services to meet the special needs of eligible ELLs and include, but not be limited to: remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.
- g. The Board of Education may establish dual-language bilingual education programs in its schools and may make provisions for the coordination of instruction and services with the school district's world languages program. Dual-language bilingual education programs shall also enroll students whose primary language is English, and shall be designed to help students achieve proficiency in English and in a second language while mastering subject-matter skills. To the extent necessary, instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards. Where possible, classes in dual-language bilingual programs shall be comprised of



approximately equal numbers of ELLs and of students whose native language is English.

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

D. Waiver Process Provided by Statute

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

1. Instructional program alternatives shall be developed in consultation with and approved annually by the Department of Education after review of student enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist ELLs to develop sufficient English skills and subject-matter skills to meet the Core Curriculum Content Standards.
2. The instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time component; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.
3. In the event the district implements program alternatives, the district shall annually submit student enrollment and achievement data that demonstrate the continued need for these programs.

E. Department of Education Approval of Bilingual, ESL, or English Language Services Programs

1. Each school district providing a bilingual program, ESL program, or English language services shall submit a plan every three years to the New Jersey Department of Education for approval. At its discretion, the Department of Education may request modifications, as appropriate.



Plans submitted by the school district for approval shall include information on the following:

- a. Identification of students;
- b. Program description;
- c. Number of certified staff hired for the program;
- d. Bilingual and ESL curriculum development;
- e. Evaluation design;
- f. Review process for exit; and
- g. A budget for bilingual and ESL programs or English language services.

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

## F. Supportive Services

1. Students enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other students in the school district.
2. To the extent that it is administratively feasible, supportive services to ELLs, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs and their parents.

## G. In-service Training

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



Standards and the WIDA English language development standards. All ESL and bilingual teachers shall receive training in the use of the ESL curriculum.

2. The Professional Development Plan of the school district shall include the needs of bilingual and ESL teachers, which shall be addressed through in-service training.

## H. Certification of Staff

All teachers in these programs will hold the following certifications:

1. Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education pursuant to N.J.S.A. 18A:6-38 et seq. and 18A:35-15 to 26.
2. ESL Classes - a valid New Jersey instructional certificate in ESL pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-10.5.
3. English Language Services - a valid New Jersey instructional certificate.

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

1. All ELLs from Kindergarten through grade twelve shall be enrolled in the bilingual, ESL, or English language services program established by the Board of Education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.
2. Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using a Department of Education-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
3. ELLs enrolled in the bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English-only program. The process to determine the readiness or inability of the



individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a Department of Education-established standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum: classroom performance; the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.

4. A parent may remove a student who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
5. Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
  - a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher may recommend retesting with the approval of the Principal.
  - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to the mainstream program.
  - c. The recommendation for retesting shall be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
  - d. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the student.



- e. If the student scores below the State-established standard on the language proficiency test, the student shall be re-enrolled into the bilingual or ESL program.
- 6. When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the district shall notify by mail the student's parent of the placement determination. If the parent or teaching staff member disagrees with the placement, he/she may appeal the placement decision in writing to the Superintendent or designee, who will provide a written explanation for the decision within seven working days of receiving the written appeal. The complainant may appeal this decision in writing to the Board of Education within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's receipt of the parent's written appeal to the Board. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.
- J. Graduation Requirements for English Language Learners

All ELLs must satisfy requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a).
- K. Location of Programs

All bilingual, ESL, and English language services programs shall be conducted within classrooms within the regular school buildings of the school district pursuant to N.J.S.A. 18A:35-20.
- L. Notification
  - 1. The school district will notify by mail the parents of ELLs of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. The district shall issue the notification within thirty days of the child's identification. Notice shall include a statement that the parents may decline their child's enrollment in a bilingual program, and they shall be given an opportunity to do so if they



choose. The notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English, and shall include the following information:

- a. Why the student was identified as an ELL;
  - b. Why the student needs to be placed in a language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards;
  - c. The student's level of English proficiency, how the level of English proficiency was assessed, and the student's academic level;
  - d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
  - e. How the program will meet the student's specific needs in attaining English and meeting State standards;
  - f. The program's exit requirements, the expected rate of transition into a classroom not tailored for ELLs and, in the case of high school students, the expected rate of graduation; and
  - g. How the instructional program will meet the objectives of the individualized education program of a student with a disability.
2. The school district shall send progress reports to parent(s) of students enrolled in a bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are sent to parents of other students enrolled in the school district.
  3. Progress reports shall be written in English and in the native language of the parent of students enrolled in the bilingual and ESL program unless the school district can demonstrate and document in the three-year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the district.



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

M. Joint Programs

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

N. Parental Involvement

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

Issued: August 9, 2016



## R 2430 EXTRA-CURRICULAR ACTIVITIES

### A. Definition

“Extra-curricular activities” means activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board of Education; “extra-curricular activities” also includes the pupil clubs, associations, and organizations that conduct those activities. “Extra-curricular activities” does not include athletic competitions or practices or athletic teams or organizations.

### B. Recognition

1. All extra-curricular activities must be approved by the Board. An organization of pupils or an activity conducted by and for pupils becomes a extra-curricular activity only when it has been duly approved by the Superintendent.
2. The Board will approve annually and maintain a list of approved extra-curricular activities. The list will include:
  - a. Those extra-curricular activities that have been in operation and have been found to address satisfactorily a continuing need,
  - b. Newly approved extra-curricular activities,
  - c. A brief description of each approved activity,
  - d. The name of the advisor of each activity, and
  - e. The name of the custodian of the activity's fund.
3. A new extra-curricular activity may be initiated in accordance with the following procedures:
  - a. A written proposal for the new activity must be submitted to the Superintendent. The proposal will include;
    - (1) The name and purpose of the proposed activity and the date of the request,
    - (2) The name of a faculty member who has agreed to be its advisor,



- (3) A building use form with the plan for the use of school facilities, including the facility required, the times and frequency of use, and the portion of the school year the facility will be used,
  - (4) The need, if any, for support personnel or services,
  - (5) A description of the activities that participating pupils will conduct;
  - (6) An estimation of the costs, if any, that the activity will incur,
  - (7) A statement as to whether or not the proposed activity will involve fund raising and, if fund raising will be involved, the use that will be made of those funds,
  - (8) The manner in which pupil leaders will be chosen and organizational decisions will be made,
  - (9) The number of pupils who intend to participate in the activity, and
  - (10) Qualifications for participation, if any, and, if pupils must qualify on a basis other than interest and availability, the rationale for that qualification.
- b. A duly submitted proposal for a new extra-curricular activity will be approved if:
- (1) Its objectives are in harmony with the educational goals adopted by the Board;
  - (2) It is designed to meet assessed pupil needs and interests;
  - (3) Participation is open to all interested pupils available for participation or, if participation is limited, any qualifications for participation are reasonably justified by the purpose of the activity;
  - (4) The proposed use of school facilities does not interfere with the instructional program or the conduct of established extra-curricular activities; and
  - (5) The proposed activity will be properly supervised.



## C. Pupil Participation

1. The program of extra-curricular activities should be sufficiently varied to meet the wide range of pupils' vocational, recreational, social, and cultural needs and interests.
2. All pupils will be provided with information on extra-curricular activities at the start of the school year and will be invited to participate in one or more activities.
3. When a pupil becomes ineligible for participation in extra-curricular activities by reason of poor attendance or poor academic performance, his/her teacher will so inform the advisors of the extra-curricular activities in which the pupil participates. The advisor will suspend the pupil's participation.
4. A pupil who has been suspended from participation in extra-curricular activities for reason of poor attendance will be offered an opportunity to work out a plan for improved attendance with the Principal. If the pupil adheres to the plan and demonstrates his/her improved attendance within a period of not less than four weeks, the pupil may be reinstated to participation in extra-curricular activities.
5. A pupil who has been suspended from participation in extra-curricular activities for reason of poor academic performance will be offered an opportunity to establish with the Assistant Principal performance goals in the subject(s) in which he/she is performing below expectation. The performance goals should include concrete objectives and timelines for improvement. When the pupil meets the agreed upon performance goals, he/she may be reinstated to participation in extra-curricular activities.

## D. Supervision

1. Each extra-curricular activity must be supervised by at least one staff member appointed by the Board as advisor.
2. The Superintendent will provide appropriate in-service training for extra-curricular advisors.
3. Extra-curricular advisors will be provided with an advisors' handbook that includes, as a minimum, these regulations and detailed school procedures for the conduct of extra-curricular activities.



4. Each extra-curricular advisor shall:
  - a. Meet regularly and promptly with participating pupils at the assigned time and place of the activity and ensure an orderly environment appropriate to the purpose of the activity;
  - b. Instruct participating pupils in the purpose and conduct of the activity and explain any rules and/or standards to be observed in the conduct of the activity;
  - c. Encourage participating pupils to take appropriate responsibility for the conduct and leadership of the activity;
  - d. Prepare and submit to the Principal a calendar of activities for the school year;
  - e. Prepare and maintain a membership list of participating pupils, keep an attendance record, and submit the membership list to the Principal;
  - f. Ascertain that each participating pupil is involved in the activity to the extent commensurate with his/her interests and abilities;
  - g. Report periodically or as required to the Principal on the conduct and/or achievements of the activity;
  - h. Take all reasonable and necessary steps to safeguard the health and safety of participating pupils, including the prohibition of hazing and similar initiation rites;
  - i. Ensure the proper accounting and deposit of any funds raised or collected by the activity, in accordance with Policy No. 6660; and
  - j. Cooperate with the Principal in a year-end evaluation of the activity.
5. The advisor responsible for an activity scheduled for an evening or a weekend (such as a performance or social event) should:
  - a. Request permission for the activity and for the use of the facility from the Principal;
  - b. Provide publicity and advertising information to the Principal at least one month in advance of the event;



- c. Order any necessary tickets and/or program, correct proofs, and print;
  - d. Provide for any music required by hiring musicians and/or collecting records and tapes;
  - e. Arrange with the Principal for the provision of any additional security and/or traffic services, in accordance with Regulation No. 9320;
  - f. Arrange for any required audio or lighting equipment and supplies;
  - g. Provide for the checking of participants' and spectators' outerwear;
  - h. Provide for any food services that will be required;
  - i. Arrange for ushers and chaperones;
  - j. Provide for the prompt deposit of any moneys collected; and
  - k. After the event, report to the Principal;
    - (1) The number of tickets sold,
    - (2) The number of persons who attended the event,
    - (3) The amount of money collected and deposited, and
    - (4) An evaluation of the event, including an account of any unusual incidents.
6. Staff members other than the activity advisor should attend activities as follows:
- a. An administrator should be assigned to attend each evening and each weekend extra-curricular activity;
  - b. Teachers are encouraged to support and attend a function that has been planned and prepared by a significant proportion of the pupils assigned to them;
  - c. All faculty members are encouraged to support and attend special extra-curricular events that involve a significant degree of pupil planning and preparation such as plays, concerts, and dances.



E. Evaluation

1. An evaluation of each extra-curricular activity will be conducted by the Principal and the advisor at the end of the school year or the conclusion of the activity.
2. The evaluation will measure the activity against its stated objectives to determine if the objectives were met. Criteria may include:
  - a. Membership and attendance records;
  - b. Regularity of meetings;
  - c. The planning and execution of special events;
  - d. Evidence of pupil leadership and assumption of responsibility; and
  - e. Such other indicia of pupils' growth and development as the evaluators may choose.
3. The evaluation will include recommendations for the improvement of the activity or, if so indicated, for the cancellation of the activity.
4. The written evaluation will be signed by the Principal and the advisor.
5. The Principal will conduct an annual evaluation of the overall program of extra-curricular activities. That evaluation should consider whether the program has resulted in:
  - a. Improvement in school attendance;
  - b. Improvement in academic performance;
  - c. Increased participation in school activities; and
  - d. Improvement in school morale and pupil behaviors.

F. Records

1. A pupil's participation in extra-curricular activities shall be recorded in his/her record, will be preserved for the duration of the pupil's enrollment in the school.



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## LAFAYETTE TOWNSHIP SCHOOL

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Extra-Curricular Activities

2. Records of the conduct of extra-curricular activities will be maintained by the advisor and will include, as appropriate to the activity:
  - a. The period in which the activity occurred;
  - b. The numbers of participating pupils in each school year and/or present at each extra-curricular event;
  - c. The name of the activity advisor;
  - d. The printed product of the activity, such as copies of the school newspaper or literary collection;
  - e. Copies of reports of the activity in newspapers and/or other public relations releases; and
  - f. The financial records of the activity.

Issued: 7 September 2010



R 2431.1 EMERGENCY PROCEDURES FOR ATHLETIC  
PRACTICES AND COMPETITIONS

A. Definitions

1. “Athletic competition” and “athletic activities” mean all practice sessions and competitive contests, games, events, and exhibitions with individual pupils or teams of the school in this district or of other districts and include cheerleading.
2. “Health personnel” means the school nurse, the school medical inspector, the designated team doctor, a licensed physician, and members of the first aid squad or ambulance team.
3. “Parent” means the parent(s) or legal guardian(s) having legal custody and control of a pupil.
4. “Pupil” means a pupil enrolled in this district and a pupil enrolled in any district who is present in this district for the purpose of participating in a program of athletic competition sponsored by the Board of Education.

B. Precautions

1. All athletic coaches, including assistant coaches, will be trained in first aid and in the identification of injured and disabled pupil athletes.
2. Athletic coaches are responsible at all times for the supervision of pupils to whom they have been assigned. Pupils shall not be left unattended at any time.
3. Pupils who participate in athletic competition shall be trained in proper athletic procedures, in the proper use of athletic equipment, and in the proper use of protective equipment and clothing.
4. Pupil athletes shall be required to report promptly to the athletic coach any injury or disability occurring to the pupil himself/herself or to another pupil.
5. First aid supplies and equipment shall be readily available at all athletic activities and shall be maintained in proper condition.



6. First aid and emergency medical procedures will utilize universal precautions in handling blood and body fluids as indicated in Policy and Regulation No. 7420 and Regulation No. 7420.1.

7. Health personnel shall be present at athletic activities as required.

C. Emergency Procedures

The following procedures shall be implemented whenever a pupil athlete is injured or disabled in the course of an athletic practice or competition sponsored by this district.

1. The athletic coach shall immediately notify the health personnel present at the activity and the health personnel shall assume responsibility for the emergency treatment of the pupil.
2. If no health personnel are present, or if none can be immediately summoned to the pupil's aid, the athletic coach shall administer such first aid as may be necessary.
3. If the pupil's injury or disability requires more than routine first aid, the athletic coach shall:
  - a. Summon an ambulance by calling 911, or
  - b. Arrange for the pupil's transportation to the nearest hospital or the office of the school medical inspector.
4. The athletic coach or his/her designee shall promptly notify the Building Principal, the Superintendent, and the pupil's parent(s) or legal guardian(s) of the pupil's injury or disability and the condition and location of the pupil.
5. An injured or disabled pupil who has been transported away from school premises must be accompanied by the athletic coach, a member of the athletic department, a health professional, or other responsible adult known to the athletic coach.
6. These procedures shall be followed when the injured or disabled pupil is a member of a visiting team or district, and every effort shall be made to cooperate with the staff of the district in which the pupil is enrolled.



D. Reports

1. The athletic coach shall complete and file a report of every injury or disability that occurs to a pupil in the course of his/her participation in the athletic program of this district, regardless of the severity of the injury or disability. The report shall include:
  - a. The date of the incident,
  - b. The name, age, grade level, and gender of each injured or disabled pupil,
  - c. The district in which the pupil is enrolled,
  - d. The name and district of each pupil involved in the incident,
  - e. A narrative account of the incident,
  - f. A detailed description of the injury or disability,
  - g. The treatment given on school premises and the names of the health personnel, if any, who treated the pupil,
  - h. The place, if any, to which the pupil was taken and the persons who accompanied the pupil, and
  - i. A memorandum of the notice given to the pupil's parent(s) or legal guardian(s).
2. Copies of the report shall be filed with the school nurse and the Building Principal within twenty-four hours of the incident.
3. The Building Principal shall report the incident to the Superintendent, who shall report to the Board.
4. A copy of each report of an incident of pupil injury or disability that occurs in the course of athletic activities shall be maintained by the athletic director, who shall analyze reports for patterns that indicate a need for revision of the district's safety and/or athletics program. The athletic director shall report the findings of his/her analysis to the Superintendent at the close of each sport season.



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### Emergency Procedures for Athletic Practices and Competitions

5. The parent(s) or legal guardian(s) of each injured or disabled pupil will be given assistance in the completion and filing of insurance claim forms.
- E. Readmission to Athletic Activities

A pupil injured or disabled in the course of an athletic activity will be permitted to participate in athletic competition only on the written permission of the school medical inspector or designated team doctor, who must first examine the pupil to determine his/her fitness to participate in athletics. Written notice of that determination, signed by the school medical inspector or designated team doctor as appropriate, shall be given to the pupil's parent(s) or legal guardian(s).

Adopted: 7 September 2010



R 2431.2 MEDICAL EXAMINATION PRIOR TO PARTICIPATION ON A SCHOOL-  
SPONSORED INTERSCHOLASTIC OR INTRAMURAL TEAM OR SQUAD

Students are required to receive medical examinations in accordance with the provisions of N.J.S.A. 18A:40-41.7 and N.J.A.C. 6A:16-2.2(f) and (h). Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility.

The school district shall ensure students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(h) and prior to participation on a school-sponsored interscholastic or intramural team or squad for students in grades six through twelve.

A. Required Medical Examination

1. The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season and shall be conducted by a licensed physician, advanced practice nurse (APN), or physician assistant (PA).
2. The physical examination shall be documented using the Preparticipation Physical Evaluation (PPE) form developed jointly by the American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Osteopathic Academy of Sports Medicine and is available online at,

[http://www.state.nj.us/education/students/safety/health/  
records/athleticphysicalsform.pdf](http://www.state.nj.us/education/students/safety/health/records/athleticphysicalsform.pdf)

in accordance with N.J.S.A. 18A:40-41.7.



Medical Examination Prior to Participation on a School-Sponsored  
Interscholastic or Intramural Team or Squad  
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- a. Prior to performing a preparticipation physical examination, the licensed physician, APN, or PA who performs the student-athlete's physical examination shall complete the Student-Athlete Cardiac Screening professional development module and shall sign the certification statement on the PPE form attesting to the completion, pursuant to N.J.S.A. 18A:40-41.d.
    - (1) If the PPE form is submitted without the signed certification statement and the school district has confirmed that the licensed physician, APN, or PA from the medical home did not complete the module, the student-athlete's parent may obtain a physical examination from a physician who can certify completion of the module or request that the school physician provides the examination.
  - b. The medical report shall indicate if a student is allowed or not allowed to participate in the required sports categories and shall be completed and signed by the original examining physician, APN, or PA.
  - c. An incomplete form shall be returned to the student's medical home for completion unless the school nurse can provide documentation to the school physician that the missing information is available from screenings completed by the school nurse or physician within the prior 365 days.
1. Each student whose medical examination was completed more than ninety days prior to the first day of official practice in an athletic season shall provide a health history update questionnaire completed and signed by the student's parent. The completed health history update questionnaire shall include information listed below as required by N.J.S.A. 18A:40-41.7.b. The completed health history update questionnaire shall be reviewed by the school nurse and, if applicable, the school athletic trainer and shall



Medical Examination Prior to Participation on a School-Sponsored  
Interscholastic or Intramural Team or Squad  
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include information as to whether, in the time period since the date of the student's last preparticipation physical examination, the student has:

- a. Been advised by a licensed physician, APN, or PA not to participate in a sport;
  - b. Sustained a concussion, been unconscious, or lost memory from a blow to the head;
  - c. Broken a bone or sprained, strained, or dislocated any muscles or joints;
  - d. Fainted or blacked out;
  - e. Experienced chest pains, shortness of breath, or heart racing;
  - f. Had a recent history of fatigue and unusual tiredness;
  - g. Been hospitalized, visited an emergency room, or had a significant medical illness;
  - h. Started or stopped taking any over the counter or prescribed medications; or
  - i. Had a sudden death in the family, or whether any member of the student's family under the age of fifty has had a heart attack or heart trouble.
4. The school district shall provide to the parent written notification signed by the school physician stating approval of the student's participation in athletics based upon the medical report or the reasons for the school physician's disapproval of the student's participation.



5. The Board of Education will not permit a student enrolled in grades six to twelve to participate on a school-sponsored interscholastic or intramural team or squad unless the student submits a PPE form signed by the licensed physician, APN, or PA who performed the physical examination and, if applicable, a completed health history update questionnaire, pursuant to N.J.S.A. 18A:40-41.7.c.
- B. Sudden Cardiac Arrest Pamphlet
- The school district shall distribute to a student participating in or desiring to participate in an athletic activity and the student's parent, each year and prior to participation by the student in an athletic activity, the sudden cardiac arrest pamphlet developed by the Commissioner of Education in accordance with the provisions of N.J.S.A. 18A:40-41.
1. A student and his or her parent shall, each year and prior to the participation of the student in an athletic activity, sign and return to the student's school the form developed by the Commissioner acknowledging the receipt and review of the information pamphlet, pursuant to N.J.S.A. 18A:40-41.d.
  2. The Commissioner shall distribute the pamphlet, at no charge, to all school districts and nonpublic schools, pursuant to N.J.S.A. 18A:40-41.b.
  3. "Athletic activity" for the purposes of N.J.S.A. 18A:40-41 means: interscholastic athletics; an athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school district or nonpublic school, including cheerleading and club-sponsored sports activities; and any practice or interschool practice or scrimmage for those activities.
- C. Use and Misuse of Opioid Fact Sheet



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### Medical Examination Prior to Participation on a School-Sponsored Interscholastic or Intramural Team or Squad M

The school district shall annually distribute to the parents of student-athletes participating in an interscholastic sports program or cheerleading program the educational fact sheet developed by the Commissioner of Education concerning the use and misuse of opioid drugs in the event that a student-athlete or cheerleader is prescribed an opioid for a sports-related injury in accordance with the provisions of N.J.S.A. 18A:40-41.10.

1. The district shall distribute the educational fact sheet annually to the parents of student-athletes and cheerleaders and shall obtain a signed acknowledgment of the receipt of the fact sheet by the student-athlete or cheerleader and his or her parent pursuant to N.J.S.A. 18A:40-41.10(b).
2. The fact sheet and sign-off sheet shall be distributed and the sign-off sheet shall be completed and returned to the school annually prior to the student-athlete's or cheerleader's first official practice of the school year.

Revised: 10/10/18



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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED  
CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. Allowing a student-athlete to return to play before recovering from a concussion increases the chance of a more serious brain injury that can result in severe disability and/or death. The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq. and Policy 2431.4.

A. Interscholastic Athletic Head Injury Training Program

1. The school district will adopt an Interscholastic Athletic Head Injury Training Program to be completed by the school or team physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport, designated school nurses, and other appropriate school district personnel as designated by the Superintendent.
2. This Training Program shall be in accordance with the guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.1 et seq.

B. Prevention

1. The school district may require pre-season baseline testing of all student-athletes before the student-athlete begins participation in an interscholastic athletic program or activity. The baseline testing program shall be reviewed and approved by the school or team physician trained in the evaluation and management of sports-related concussions and other head injuries.
2. The Principal or designee will review educational information for student-athletes on prevention of concussions.



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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

3. All school staff members, student-athletes, and parents of student-athletes shall be informed through the distribution of the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.

C. Signs or Symptoms of Concussion or Other Head Injury

1. Possible signs of concussions can be observed by coaches, licensed athletic trainer, school or team physician, school nurse, or other school staff members. Possible signs of a concussion may be, but are not limited to, the student-athlete:
  - a. Appears dazed, stunned, or disoriented;
  - b. Forgets plays, or demonstrates short-term memory difficulty;
  - c. Exhibits difficulties with balance or coordination;
  - d. Answers questions slowly or inaccurately; and/or
  - e. Loses consciousness.
2. Possible symptoms of concussion shall be reported by the student-athlete to coaches, licensed athletic trainer, school or team physician, school nurse, and/or parent. Possible symptoms of a concussion are, but not limited to:
  - a. Headache;
  - b. Nausea/vomiting;
  - c. Balance problems or dizziness;
  - d. Double vision or changes in vision;
  - e. Sensitivity to light or sound/noise;

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- f. Feeling sluggish or foggy;
- g. Difficulty with concentration and short-term memory;
- h. Sleep disturbance; or
- i. Irritability.

D. Emergency Medical Attention for Concussion or Other Head Injury

1. Any student-athlete who is exhibiting the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall immediately be removed from play and activities and may not return to the practice or competition that day.
2. The school staff member supervising the student-athlete when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury shall immediately contact emergency medical assistance when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed.
  - a. In the event the school or team physician is available when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury, the physician may make the determination to call emergency medical assistance.
3. The school staff member supervising the student-athlete when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury during practice or competition shall report the occurrence to the Principal or designee. The Principal or designee shall contact the student-athlete's parent and inform the parent of the suspected sports-related concussion or other head injury.



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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

E. Sustained Concussion or Other Head Injury

1. A student-athlete who participates in interscholastic athletics and who sustains or is suspected of sustaining a concussion or other head injury shall immediately be removed from practice or competition and shall be required to have a medical examination conducted by their physician or licensed health care provider. The student-athlete's physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.
2. The student-athlete suspected of sustaining a concussion or other head injury shall be provided a copy of Board of Education Policy and Regulation 2431.4 and a copy of Board of Education approved suggestions for management/medical checklist to provide to their parent and their physician or licensed health care professional.
3. The student-athlete's physician must provide to the school district, upon the completion of a medical examination, a written medical release/clearance when the student-athlete is able return to the activity. The release/clearance must indicate:
  - a. The medical examination determined the injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to the interscholastic athletic activity; or
  - b. The medical examination determined the injury was a concussion or other head injury, the student-athlete is asymptomatic at rest, and can begin the graduated return to competition and practice protocol outlined in F. below.

A medical release/clearance not in compliance with this requirement will not be accepted. The student-athlete may not return to the activity or begin the graduated return to competition and practice protocol until he/she receives a medical evaluation and provides a medical clearance/release that has been reviewed and approved by the school or team physician.

4. Complete physical, cognitive, emotional, and social rest is advised while the student-athlete is experiencing symptoms and signs of a sports-related concussion or other head injury. (Minimize mental exertion, limit over-stimulation and multi-tasking, etc.)



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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

F. Graduated Return to Competition and Practice Protocol

1. Upon the school physician's acceptance of the written medical release/clearance, the student-athlete may begin a graduated return to competition and practice protocol supervised by a licensed athletic trainer, school or team physician, or designated school nurse trained in the evaluation and management of concussions and other head injuries. The following steps shall be followed:

Step 1 - Completion of a full day of normal cognitive activities (attendance at school, studying for tests, watching practice, interacting with peers, etc.) without re-emergence of any signs or symptoms. If there is no return of signs or symptoms of a concussion, the student-athlete may advance to Step 2 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall be required to have a re-evaluation by the student-athlete's physician or licensed healthcare provider. The student-athlete shall not be permitted to begin the graduated return to competition and practice protocol until a medical clearance, as required in E.3. above, is provided and approved by the school or team physician.

Step 2 - Light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity less than 70% maximum percentage heart rate. There shall be no resistance training. The objective of this Step is increased heart rate. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 3 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall return to Step 1.

Step 3 - Sport-specific exercise including skating and/or running. There shall be no head impact activities. The objective of this Step is to add movement and continue to increase the student-athlete's heart rate. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 4 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall return to Step 2.



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### Prevention and Treatment of Sports-Related Concussions and Head Injuries

Step 4 - Non-contact training drills such as passing drills, agility drills, throwing, catching, etc. The student-athlete may initiate progressive resistance training. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 5 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student-athlete shall return to Step 3.

Step 5 - The student/athlete's medical condition, upon completing Step 4 with no return of any signs or symptoms of a concussion, shall be evaluated for medical clearance based upon consultation between the school district's licensed athletic trainer, school or team physician, designated school nurse, and the student-athlete's physician. After this consultation and upon obtaining written medical release/clearance approved by the school or team physician, the student-athlete may participate in normal training activities. The objective of this Step is to restore the student-athlete's confidence and for the coaching staff to assess the student-athlete's functional skills. If there is no return of any signs or symptoms of a concussion, the student-athlete may advance to Step 6 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur or if the student-athlete does not obtain medical release/clearance to proceed to Step 6, the school or team physician, in consultation with the student-athlete's physician, shall determine the student-athlete's return to competition and practice protocol.

Step 6 - Return to play involving normal exertion or game activity. If the student-athlete exhibits a re-emergence of any concussion signs or symptoms once he/she returns to physical activity, he/she will be removed from further activities and returned to Step 5.

#### G. Temporary Accommodations for Student-Athletes with Sports-Related Head Injuries

1. Rest is the best "medicine" for healing concussions or other head injuries. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed student-athlete to the stimulating school environment may delay the resolution of symptoms needed for recovery. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.



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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting, and watching movies if a pupil is sensitive to light/sound, can slow a pupil's recovery. In accordance with the Centers for Disease Control's toolkit on managing concussions, the Board of Education may look to address the pupil's cognitive needs in the following ways. Pupils who return to school after a concussion may need to:
  - a. Take rest breaks as needed;
  - b. Spend fewer hours at school;
  - c. Be given more time to take tests or complete assignments (all courses should be considered);
  - d. Receive help with schoolwork;
  - e. Reduce time spent on the computer, reading, and writing; and/or
  - f. Be granted early dismissal from class to avoid crowded hallways.

Adopted: 18 October 2011



## R 2432 SCHOOL SPONSORED PUBLICATIONS

### A. Objectives

The program of school sponsored publications is intended to:

1. Disseminate news to those who are actively interested in the school -- pupils, teachers, parent(s) or legal guardian(s), administrators, alumni/ae, and other members of the school community;
2. Provide a means for the expression of thought;
3. Foster a wholesome school spirit and support the best traditions of the school;
4. Promote and encourage other school sponsored activities;
5. Provide training and experience in journalism, graphics, photography, and creative writing;
6. Create an appreciation for the best forms of journalism both in and out of school;
7. Record the history of the school;
8. Assist the district's public information program; and
9. Teach pupils the rights and responsibilities of the press in a free society.

### B. Guidelines

1. Excellence in writing will be sought, and the ethics of responsible journalism will determine what will be printed. All facts printed will be based on careful research.
2. Pupils will have a right to their views and attitudes on all issues with the proviso that the tenor of articles and stories submitted will not violate the prohibitions of paragraph C.
3. Constructive criticism is encouraged.
4. A by-line will accompany every printed article or story.



C. Prohibited Material

No school sponsored publication may contain materials that:

1. Are grossly prejudicial to an ethnic, national, religious, or racial group or to either gender;
2. Libel any person or persons;
3. Infringe rights of privacy protected by law or regulation;
4. Seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other;
5. Advocate the use or advertise the availability of any substance or material that constitutes a direct and substantial danger to the health of pupils;
6. Contain obscenity or material otherwise deemed to be harmful to impressionable pupils;
7. Incite violence, advocate the use of force, or urge the violation of law or school regulations;
8. Advertise goods or services for the benefit of profit making organizations;
9. Solicit funds for nonschool organizations when such solicitations have not been approved by the Board;
10. Promote, favor, or oppose any candidate for election to the Board or the adoption of any bond issue, proposal, or question submitted at any school election; or
11. Except as may be required for literary purposes, do not conform to acceptable standards of grammar, clear expression, and responsible research.

D. Review Procedures

1. To ensure compliance with these rules, all material intended for publication in a school sponsored publication will be reviewed by the advisor.
2. The author of material found unacceptable for publication in a school sponsored publication pursuant to paragraph D1 may appeal that decision to the Principal.



3. The Principal will promptly convene a committee comprised of the advisors of the school newspaper, yearbook, and literary magazine and the president of each class.
4. The committee will review the appeal, including the material and the advisor's specific reason for rejecting the material, and will render an advisory opinion to the Principal.
5. The Principal will decide whether or not the material may be published and will deliver his/her decision to the appellant within two school days of the receipt of the appeal.
6. If the Principal denies publication, the author may appeal that decision to the Superintendent and any adverse decision of the Superintendent may be appealed to the Board of Education. At each level, a decision will be made within three school days of the receipt of the appeal.

E. Faculty Duties

Faculty advisors to school sponsored publications shall:

1. Serve in a liaison capacity between the staff of the publication and the faculty and administration;
2. Instruct members of the publication staff in proper journalistic techniques and standards;
3. Offer editorial advice and suggestion when necessary;
4. Interpret the publication guidelines set forth in paragraph C;
5. Review material intended for publication; and
6. Proofread each publication before it is printed and distributed.

Issued: 7 September 2010



# REGULATION

## LAFAYETTE TOWNSHIP SCHOOL

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Special Education  
M

### R 2460 SPECIAL EDUCATION

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2460.1 Special Education - Location, Identification, and Referral
- R 2460.8 Special Education - Free and Appropriate Public Education
- R 2460.9 Special Education - Transition From Early  
Intervention Programs to Preschool Programs
- R 2460.16 Special Education - Instructional Material to Blind or  
Print-Disabled Pupils

#### Definitions:

Refer to N.J.A.C. 6A:14-1.3 for definitions of terms used in Regulations 2460.1 through 2460.16.

Adopted: 7 September 2010



# REGULATION

## LAFAYETTE TOWNSHIP SCHOOL

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Special Education  
M

### R 2460 SPECIAL EDUCATION

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2460.1 Special Education - Location, Identification, and Referral (M)
- R 2460.8 Special Education - Free and Appropriate Public Education (M)
- R 2460.9 Special Education - Transition From Early Intervention Programs to Preschool Programs (M)
- R 2460.15 Special Education – In-service Training Needs for Professional and Paraprofessional Staff (M)
- R 2460.16 Special Education - Instructional Material to Blind or Print-Disabled Students (M)

Definitions:

Refer to N.J.A.C. 6A:14-1.3 for definitions of terms used in Regulations 2460.1 through 2460.16.

Adopted: April 4, 2017



R 2460.1- SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND  
REFERRAL

All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, and highly mobile students such as migrant and homeless students regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

A. Procedures for Locating Students With Disabilities

1. The Lafayette Township School District will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the school district or attend nonpublic schools within the school district and who may have a disability.
2. By January 1 of each school year, the Superintendent or his/her designee will conduct child find activities, in the native language of the population, as appropriate, including but not limited to:
  - a. Development of child find materials for distribution.
  - b. Broadcasting of child find information on the school district cable television station. (if applicable)
  - c. Distribution of flyers to the parents of all students enrolled in the school district.
  - d. Mailing of child find material to nonpublic schools in the area.
  - e. Mailing of child find material to local pediatricians, hospitals and clergy.
  - f. Public service announcements on the local foreign language radio stations and cable television stations.
  - g. Public service announcements in local newspapers.



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- h. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
- i. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
- j. A guide to preschool services for potentially disabled children ages three to five is made available to: parents, guardians, local physicians, preschools and online.
- k. Posting of State developed child find materials in the school office and online for potentially disabled students and/or early intervention program.
- l. Training of home school advocate/school community liaisons or others to assist in the identification of potentially disabled students.
- m. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district's preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.
- n. Information is distributed through the Parent Advisory Committee.
- o. School handbooks distributed to parents contain information describing special education services.
- p. Distribution of information to the school district's ESL/Bilingual teachers describing child find activities.
- q. Students entering Kindergarten are screened to identify students who may have a disability.
- r. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.



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3. No later than January 1 of each school year the Superintendent or designee will contact by mail the Superintendent of the nonpublic school(s) to request input from nonpublic school parents and officials for suggestions on ways to conduct child find activities for students attending nonpublic schools.

The child find activities for nonpublic students shall be comparable to the child find activities for public school students.

The following individual(s) shall serve as representatives from nonpublic schools:

There are no current nonpublic schools in our town.

<u>School</u>	<u>Title of the Individual Representing the Nonpublic School</u>
---------------	--------------------------------------------------------------------------

___NA_____	___NA_____
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Based on the suggestions from the representatives of the nonpublic schools and parent(s), the CSA or designee will modify the child find activities for the next school year, as appropriate.

#### B. Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for students ages 3 to 14, to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);
2. Descriptive behavior of student performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate, will be in-serviced annually by the Building Principal or designee regarding the procedures for initiating and providing interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.



The Superintendent or designee will oversee the district's implementation/evaluation of the interventions identified.

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1 et seq. and Policy and Regulation 2417.

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS Committee;
2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.
4. The I&RS Committee shall:
  - a. Plan and provide appropriate intervention services;
  - b. Actively involve the parent(s) in the development and implementation of intervention plans;
  - c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;
  - d. Coordinate the services of community based social and health provider agencies;
  - e. Process and complete the documentation forms;
  - f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; and
  - g. Ensure the type, frequency, duration, and effectiveness of the interventions are documented.



5. The Building Principal will insure that:
  - a. I&RS Committee receive in-service training by the Building Principal or designee by October 30 each school year;
  - b. Staff handbooks are updated by September 30 and include information regarding intervention procedures;
  - c. New instructional staff attend the district's orientation program commencing in the month of September which includes information on I&RS Committee;
  - d. School calendars are distributed in the month of September and provide information on intervention services; and
  - e. Parent/student handbooks distributed in the month of September and include information on intervention services.

C. Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal's office, the Child Study Team (CST) office, and the Office of the Superintendent.

1. Parental Notification of Referral Procedures

Referral procedures shall be included in the Student/Parent Handbook, , which shall be distributed to the parent(s). These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies not later than October 1 of each year.

2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:

- a. The written request shall be received and dated by the CST Secretary;
- b.



- b. The written request shall be immediately forwarded to the office of special services/special education;
  - c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and any forms used to open a case;
  - d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;
  - e. The CST will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;
  - f. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);
  - g. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet; and
  - h. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.
3. School Initiated Referral

Referral of a student to the CST may be made by administrative, instructional, or other professional staff to determine eligibility for special services when:

- a. It is determined (optional: through the I&RS Committee) that interventions in the general education program have not been effective in alleviating the student’s educational difficulties.
- c. It can be documented that the nature of the student’s educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.
- d.



- c. The teacher, through in-service training, shall ensure that students are referred who may have a disability, but are advancing from grade to grade.
  - (1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
    - (a) As part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the student continues to require specially designed services to progress in the general education curriculum; and
    - (b) The use of functional assessment information supports the IEP team's determination.

The following procedure will be followed for a school initiated referral:

- a. A referral to the CST will be completed by the referring staff member;
- b. I&RS documentation including, but not limited to: teacher reports, grades and other relevant data (optional: the intervention record) shall be forwarded with the referral to the CST along with any other relevant data;
- c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student's problem is such that the evaluation is warranted without delay;
- d. The referral should be dated upon receipt by the CST;
- e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
- f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;



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- g. The CST will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
  - h. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);
  - i. The notice shall contain “Parental Rights in Special Education” (PRISE); and
  - j. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.
- 4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(i).
- 5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.
- 6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member’s conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.
- 7. The parent(s) must receive a copy of their child’s evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.
- 8. A student may be referred directly to the CST when warranted.

Adopted: April 4, 2017



R 2460.8- SPECIAL EDUCATION - FREE AND APPROPRIATE PUBLIC  
EDUCATION

A free and appropriate public education is available to all students with disabilities between the ages of three and twenty-one including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free and appropriate public education to students with disabilities who are suspended or expelled are as follows:

1. School officials responsible for implementing suspensions/expulsions in the district are the following: Grades Pre-Kindergarten to Grade 8 – Assistant Principal and CSA
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation.)
  - a. Removal for at least half of the school day shall be reported via the Student Safety Data System (SSDS).
3. Each Principal or designee will ensure that a system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons. Documentation will include:
  - a. Student's name;
  - b. The infraction;
  - c. Time suspended; and



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#### Special Education - Free and Appropriate Public Education

- d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.
- 4. When a student is suspended from transportation:
  - a. Suspension from transportation is not counted as a day of removal if the student attended school.
  - b. Suspension from transportation is counted as a day of removal if the student does not attend school.
  - c. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
  - d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the student does not attend school.
- 5. When a student with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:
  - a. Opportunity for the student to participate and progress in the general curriculum,
  - b. Services and modifications specified in the student's IEP,
  - c. Interaction with peers who are not disabled to the extent they would have in the current placement, and



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#### Special Education - Free and Appropriate Public Education

- d. The student is counted as present for the time spent in the in-school suspension program.
- 6. When a series of short-term removals will accumulate to more than ten school days in the year:
  - a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager.
  - b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, the case manager, and special education teacher will consult to determine the extent to which services are necessary to:
    - (1) Enable the student to participate and progress appropriately in the general education curriculum; and
    - (2) Advance appropriately toward achieving the goals set out in the student's IEP.
  - c. Written documentation of the consultation and services provided shall be maintained in the student's file.
- 7. When a disabled student is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, Individuals with Disabilities Education Act Amendments of 2004, 20 U.S.C. §1415(k). The IEP Team shall:
  - a. Review the behavioral intervention plan and its implementation;



- b. Determine if modifications are necessary; and
- c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.

The case manager will document the date and the outcome of the meeting.

The documentation shall be placed in the student's file.

## Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Students with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP's in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent of a preschool-age student suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the CSA.
2. Upon receipt of the written request, the request shall be dated and signed by the recipient.
3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).
4. A file will be initiated for the potentially disabled preschooler:
  - a. The CST will convene a referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;



- b. A “Notice of Referral/Identification Meeting” will be sent to the parent(s);
- c. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet;
- d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district’s program; and
- e. A program shall be in place no later than ninety calendar days from the date of consent.

## Procedures Regarding the Provision of a Free, Appropriate Public Education to Students with Disabilities Who Are Advancing From Grade to Grade

The CSA, through in-service training, shall ensure students with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the student continues to require specially designed services to progress in the general education curriculum and the use of functional assessment information supports the IEP Team’s determination.

## Procedures Involving Procedural Safeguards to Students Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to students not yet eligible for special education. The parent and/or adult student may assert any of the protections of the law if the district had knowledge the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

Adopted: April 4, 2017

Revised: 2/13/19



R 2460.9 SPECIAL EDUCATION - TRANSITION FROM EARLY INTERVENTION  
PROGRAMS TO PRESCHOOL PROGRAMS

Children with disabilities participating in early intervention programs (EIP) assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14-1.1 et seq. will experience a smooth transition and will have an Individualized Education Program (IEP) developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

Procedure for Child Study Team (CST) Member Attendance at the Preschool Transition Planning Conference

1. The district will make available a CST member to participate in the preschool transition planning conference arranged by the designated Part C service coordinator from the early intervention system and will:
  - a. Review the Part C Individualized Family Service Plan for the child;
  - b. Provide the parent(s) written district registration requirements;
  - c. Provide the parent(s) written information with respect to available district programs for preschool students, including general education placement options; and
  - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's initial IEP meeting.
2. The district will work collaboratively with the EIP designated Part C service coordinator or early intervention system to eliminate barriers regarding meeting times and locations.
3. School district officials shall adhere to all procedures contained in N.J.A.C. 6A:14-1.1 et seq. for transitioning children with disabilities from EIP to preschool programs.
4. The Part C service coordinator shall be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

Adopted: April 4, 2017



R 2460.15 SPECIAL EDUCATION – IN-SERVICE TRAINING NEEDS FOR  
PROFESSIONAL AND PARAPROFESSIONAL STAFF (M)

The in-service training needs for professional and paraprofessional staff who provide special education, general education, or related services will be identified and appropriate in-service special education training will be provided by the district.

The district will maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials, and technology;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services, and general education personnel.

Adopted: April 4, 2017



R 2460.16 SPECIAL EDUCATION - INSTRUCTIONAL MATERIAL TO  
BLIND OR PRINT-DISABLED PUPILS

All pupils that are blind or print-disabled will be provided instructional materials in a timely manner in accordance with a plan developed by the district.

The plan to provide the instructional material to blind or print-disabled pupils in a timely manner will:

1. Be included in the Individualized Education Program of each pupil with a disability;
2. Set forth the instructional materials needed by the pupil;
3. Indicate how the instructional material will be provided to the blind or print-disabled pupil; and
4. Address any assistive technology needed to permit the pupil to utilize the instructional material to be provided.

Adopted: April 4, 2017



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### R 2461 SPECIAL EDUCATION/RECEIVING DISTRICTS

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2461.01 Special Education/Receiving Schools – IEP Implementation
- R 2461.02 Special Education/Receiving Schools – Suspension/Expulsion
- R 2461.03 Special Education/Receiving Schools – Pupil Records
- R 2461.05 Special Education/Receiving Schools – IEP Compliance
- R 2461.08 Special Education/Receiving Schools – In-Service Training

#### Definitions:

Refer to N.J.A.C. 6A:14 and the Individuals with Disabilities Education Act for definitions of terms used in Regulations 2461.01 through 2461.08.

Issued: 7 September 2010



## R 2461.01 SPECIAL EDUCATION/RECEIVING SCHOOLS – IEP IMPLEMENTATION

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

Pupils with disabilities who are placed in a receiving school by a district board of education must have an Individualized Education Program (IEP) in effect prior to the delivery of services.

### A. Procedures for Ensuring the Pupil's Individualized Education Program (IEP) Can Be Implemented

1. The following procedures will be used to ensure the pupil's IEP can be implemented in the receiving school setting prior to accepting the pupil. [N.J.A.C. 6A:14-7.5(b)1]:
  - a. The Child Study Team in the receiving school district will review the IEP.
  - b. The receiving district will only accept the pupil if the Child Study Team determines the pupil's IEP can be implemented. The receiving district will not accept the pupil if the Child Study Team determines the receiving district cannot implement the IEP.

### B. Meetings According to N.J.A.C. 6A:14-2.3(i)2.

1. The pupil's teacher and, if appropriate, the pupil and other representatives of the receiving school, will participate in meetings according to N.J.A.C. 6A:14-2.3(i)2.

Issued: 7 September 2010



## R 2461.02 SPECIAL EDUCATION/RECEIVING SCHOOLS – SUSPENSION/EXPULSION

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

### Procedures for Collaboration For Pupils With Disabilities Who Are Suspended/Expelled

The receiving school will collaborate with the district Board of Education in the provision for a free, appropriate public education for the population served including pupils with disabilities who are suspended.

1. The sending district Child Study Team is responsible for implementing suspensions/expulsions in the receiving school.
2. Each time a pupil with a disability is removed from his/her current placement for disciplinary reasons, the Child Study Team will notify the case manager of the sending district.
3. The Building Principal or his/her designee will have a system in place to track the number of days a pupil with disabilities has been removed for disciplinary reasons.
4. Suspension from transportation will be counted as a day of removal if the pupil does not attend school.
5. Removal for a portion of the school day will be counted proportionately.
6. If the receiving school has an in-school suspension program, participation in the program will not be counted as a day of removal if the program provides the following:
  - a. An opportunity for the pupil to progress in the general curriculum;
  - b. The services and modifications specified in the pupil's IEP;
  - c. Interaction with peers who are not disabled to the extent they would have interaction with in the current placement; and



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#### Special Education/Receiving Schools – Suspension/Expulsion

- d. The pupil is counted as present for the time spent in the in-school suspension program.
- 7. When a series of short-term removals will accumulate to more than ten school days in the year:
  - a. The Child Study Team of the receiving school and the sending district case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(b)2;
  - b. Written documentation of the consultation between school officials and the case manager of the sending district will be maintained by the sending school case manager;
  - c. If it is determined that there is no change in placement, the Child Study Team of the receiving district, the case manager of the sending district and special education teacher will consult to determine the extent to which services are necessary to:
    - (1) Enable the pupil to progress appropriately in the general education curriculum; and
    - (2) Advance appropriately toward achieving the goals set out in the pupil's IEP.
  - d. Written documentation of the consultation and services provided will be maintained by the Child Study Team of the receiving district.
  - e. Steps will be in place to review the behavioral intervention plan and if necessary convene the IEP team as required according to N.J.A.C. 6A:14 Appendix D, 34 C.F.R. §300-520(c)(1) and (2).

Issued: 7 September 2010



## R 2461.03 SPECIAL EDUCATION/RECEIVING SCHOOLS – PUPIL RECORDS

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

### A. Procedures to Ensure the Individualized Education Program (IEP) is Accessible

1. Procedures regarding pupil records will be developed and implemented to ensure that the IEP is accessible to each teacher or service provider in accordance with N.J.A.C. 6A:14-3.7(a)2.
2. The compilation, maintenance, access to and confidentiality of pupil records will be in accordance with N.J.A.C. 6:3-6. Access means the right to view, to make notes, and/or have a reproduction of the record.
3. All pupil records will be returned to the sending district within fifteen calendar days of a pupil's last day of enrollment.
4. If the IEP is copied, the receiving district will be sure the IEP is kept confidential and is maintained according to N.J.A.C. 6:3-6.4(b). The IEP will be maintained in a central file at the school attended by the pupil and if the records are maintained in a different location, there will be a notation on the central file as to where such other records are located.

Issued: 7 September 2010



## R 2461.05 SPECIAL EDUCATION/RECEIVING SCHOOLS – IEP COMPLIANCE

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

- A. Procedures Regarding the Provision of Services Required by the Individualized Education Program (IEP)
1. The programs and services provided by the receiving school will be in accordance with the requirements of N.J.A.C. 6A:14-1.1 et seq.; and
  2. If a change in the delivery of special education or related services is necessary due to a change in personnel or pupil need, the receiving school will contact the sending district to convene an IEP team meeting to review and, if appropriate, revise the IEP.

Issued: 7 September 2010



## R 2461.08 SPECIAL EDUCATION/RECEIVING SCHOOLS – IN-SERVICE TRAINING

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

### A. Procedures to Meet the Training Needs of Paraprofessionals, Professionals and Parents of Pupils with Disabilities

1. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services will be identified and appropriate in-service training will be provided. The receiving school shall maintain information to demonstrate its efforts to address training as defined in the five following areas:
  - a. To prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
  - b. To enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of pupils with disabilities that impedes the learning of pupils with disabilities and others;
  - c. To acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
    - (1) The adoption of promising practices will be addressed through the review and dissemination by the school building curriculum committee, through turnkey trainings, presentations at Board meetings, Parent-Teacher Association meetings and other methods as determined by the receiving district.
  - d. To insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and



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#### Special Education/Receiving Schools – In-Service Training

- e. To provide for joint training activities of parents, special education, and related services and general education personnel [34 C.F.R. § 300.380].
2. The Professional Development Committee in the receiving district will conduct a needs assessment on an annual basis to identify the in-service training needs as part of the district-wide development activities.
3. The effectiveness of the in-service program will be evaluated at least once at the end of each year by a written survey administered and compiled by the Professional Development Committee.
4. Documentation of the needs assessment, training activities and evaluation procedures will be maintained by the Principal in the receiving district for three years after the activities are completed.

Issued: 7 September 2010



R 2464 GIFTED AND TALENTED PUPILS

A. Identification and selection

1. Classroom teachers Kindergarten through fifth grade will be familiar with the criteria for identifying gifted and talented pupils and will be alert to pupils who exhibit those criteria.
2. The Enrichment Teacher will review the cumulative files of all pupils in grades Kindergarten through five against the criteria for identifying gifted and talented pupils. The review will include consideration of intelligence ratings, classroom achievements, the results of standardized testing, and teaching staff member observation reports.
3. The Enrichment Teacher will confer with past and present teachers of any pupils identified in the review of files and of any pupil recommended for screening by a teacher.

B. Selection criteria

Pupils Kindergarten through fifth grade will be considered for participation in the program for gifted and talented based on teacher recommendations, grades, standardized scores and academic standards similar to points 3, 4 and 5 under this section. There will also be other enrichment opportunities for full class participation.

Pupils in grades six through eight will be considered for participation in the program for gifted and talented pupils who:

1. Has an I.Q. of 130 or higher;
2. Has standardized test scores in the 95 percentile in two or more subject areas;
3. Is highly motivated to achieve academically, and is functioning above average in two subject areas;
4. Consistently demonstrates intellectual or creative ability of a nature not readily susceptible to testing; or
5. Displays an extraordinary artistic creative talent with a high degree of self-motivation.



C. Program

1. When a pupil in grades six through eight has been identified as gifted or talented, the Enrichment Teacher will:
  - a. Confer with the pupil's parent(s) or legal guardian(s) on the goals of the pupil's program and secure the parent(s)' or legal guardian(s)' cooperation and permission for the pupil's participation in the program;
  - b. Interview each selected pupil for additional information about the pupil and for guidance in establishing an enriched educational program for the pupil;
  - c. Confer with the pupil's teacher about a proposed educational program for the pupil; and
  - d. Prepare and present to the Assistant Principal for approval a written educational plan for the pupil.
2. Because the enrichment needs of gifted and talented pupils can be met through a wide variety of activities and teaching strategies, programs content will be individually proscribed and based on pupil's unique interests and talents.
3. Each pupil's program will seek to involve the pupil in all subject areas that can provide growth and stimulation in higher cognitive processes such as interpretation, extrapolation, translation, application, analysis, synthesis, and evaluation.
4. No enrichment program will replace the basic instructional program appropriate to the pupil's grade level.
5. The enriched educational program for a gifted or talented pupil may consist of
  - a. Additional classroom studies and assignments;
  - b. Special classes in appropriate studies;
  - c. Out-of-class sessions with the Enrichment Teacher; and/or
  - d. Independent projects in after-school sessions supervised by the Enrichment Teacher.



6. A classroom teacher may provide for the needs of gifted and talented pupils by
  - a. Presenting content material that is related to broad-based issues, themes, or problems;
  - b. Integrating multiple disciplines into the study area;
  - c. Allowing for in-depth learning of a topic selected by the pupil within the study area;
  - d. Developing the pupil's independent and self-directed study skills;
  - e. Developing research skills and methods;
  - f. Integrating higher level thinking skills into the curriculum;
  - g. Focusing on open-ended tasks;
  - h. Using new techniques, materials, and forms;
  - i. Encouraging the development of self-understanding; and
  - j. Encouraging the development of self-appraisal and evaluation.
- D. Exit procedures
  1. Each pupil identified as gifted or talented will be assessed annually for the continuing appropriateness of his or her enriched program.

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R 2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR GENERAL  
EDUCATION PUPILS

The Board of Education will provide instructional services to an enrolled general education pupil at the pupil's home or other suitable out-of-school setting pursuant to N.J.A.C. 6A:16-10.2.

A. Conditions For Providing Instructional Services – N.J.A.C. 6A:16-10.2(a)

1. The pupil is mandated by State law and rule for placement in an alternative education program for violations of N.J.A.C. 6A:16-5.5 and 5.6 but placement is not immediately available;
2. The pupil is placed on short-term or long-term suspension from participation in the general education program pursuant to N.J.A.C. 6A:16-7.2 and 7.3; or
3. A court order requires the pupil receive instructional services in the home or other out-of-school setting.

B. Providing Services

1. The school district shall provide services no later than five school days after the pupil has left the general education program.
2. The school district in which the pupil resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly or through contract with another Board of Education, Educational Services Commission, Jointure Commission or approved clinic or agency.

C. Standards For Home or Out-Of-School Instruction

1. The Superintendent shall coordinate the development of an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and pupil progress.
  - a. For a pupil expected to be on home instruction for thirty calendar days or more, the IPP shall be developed within thirty calendar days after placement;



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- (1) For a pupil on short-term suspension from the general education program pursuant to N.J.A.C. 6A:16-7.2, development of an IPP is not required.
    - (2) For a pupil on long-term suspension from the general education program pursuant to N.J.A.C. 6A:16-7.3, the IPP shall be developed within thirty days following a determination by the school district.
  - b. The IPP shall be based upon consultation with the pupil's parent(s) or legal guardian(s) and a multi-disciplinary team of professionals with appropriate instructional and educational services credentials to assess the educational, behavioral, emotional, social, and health needs of the pupil and recommend a program to address both educational and behavioral goals;
  - c. The IPP shall incorporate any prior findings and actions recommended through the school building system of Intervention and Referral Services, pursuant to N.J.A.C. 6A:16-8, Intervention and Referral Services;
  - d. The IPP shall recommend placement in an appropriate educational program, including supports for transition back to the general education setting; and
  - e. The Superintendent shall review the pupil's progress, consult with the pupil's parent(s) or legal guardian(s), and coordinate the revision of the IPP no less than every sixty calendar days.
2. The teacher providing instruction shall be appropriately certified for the subject and grade level of the pupil pursuant to N.J.A.C. 6A:9, Professional Licensure and Standards.
  3. The teacher shall provide one-on-one instruction for no fewer than ten hours per week on three separate days of the week and no fewer than ten hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the pupil's classroom.



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- a. If home instruction is provided to pupils in a small group rather than through one-on-one instruction, direct instruction, that may include guided learning experiences, shall be provided for no fewer than twenty hours per week provided on no fewer than three separate days during the week and the pupil to teacher ratio shall not exceed 10:1.
4. The instruction shall meet the Core Curriculum Content Standards in accordance with N.J.A.C. 6A:8 and the district's requirements for promotion and graduation.
5. If instruction is delivered in the pupil's home, a parent(s) or legal guardian(s) or other adult twenty-one years of age or older who has been designated by the parent(s) or legal guardian(s) shall be present during all periods of home instruction.
6. Refusal or failure by a parent(s) or legal guardian(s) to participate in the development and revision of the pupil's IPP as required or to be present in the home as required in 5. above may be deemed a violation of compulsory education laws, pursuant to N.J.S.A. 18A:38-25 through 31, and child neglect laws, pursuant to N.J.S.A. 9:6-1 et seq.

#### D. Record Keeping

1. The Superintendent shall maintain a summary record concerning pupils receiving home or out-of-school instruction because they could not be placed in the setting recommended as most appropriate in the pupils' IPPs.
  - a. The summary record shall provide information concerning the number of pupils categorized by age, grade and gender, the number of weeks on home instruction before placement in the recommended setting, and the reasons for delay.
  - b. The Superintendent shall provide the summary report annually to the County Superintendent of Schools.

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## R 2510 ADOPTION OF TEXTBOOKS

### A. Definition

A “textbook” is the principal source of instructional material for any given course of study, in whatever form the material may be presented, which is available to or distributed to every pupil enrolled in the course of study.

### B. Textbook Selection Committee

1. A textbook selection committee(s) will be named annually by the Principal.
2. The Principal will appoint to the committee no fewer than three teaching staff members, who represent a range of interests and backgrounds.
3. The Principal will chair the committee.

### C. Recommendation Procedures

1. Any teaching staff member may request the textbook selection committee’s consideration of a possible textbook.
2. The textbook selection committee will investigate current textbooks on the market.
3. A textbook recommended for screening should be read and examined by each of the textbook selection committee members or, in a departmentalized school, by the appropriate subject area representatives. The committee members should have examined, wherever possible, at least three other books similar in nature to the textbook recommended for adoption.
4. Each textbook selection committee member should submit to the chairperson a written evaluation of the textbook.
5. The committee chairperson will also read and examine each recommended textbook.
6. The committee chairperson or the person initiating the request for consideration will prepare an evaluation report for submission to the Superintendent.



7. The Superintendent will forward the recommendation to the Board. He/She may first convene the textbook selection committee or confer with the chairman of the committee to discuss the evaluation report and the merits of the recommended textbook.

D. Review of Textbooks Currently In Use

1. Each textbook that has been in use in the district for five years or more will be evaluated annually by the textbook selection committee for its continuing usefulness. In addition, any teaching staff member may recommend the review of a textbook currently in use and used for less than five years.
2. The textbook selection committee will consider:
  - a. The length of service of the current textbook,
  - b. The copyright date,
  - c. The average condition of the textbooks currently in use,
  - d. The cost of replacements,
  - e. The merits of the textbook, and
  - f. If review has been especially requested, the reason for the request.
3. A recommendation to retire a textbook will be forwarded to the Superintendent with a full report of the committee's findings. Any such recommendation should be accompanied by the committee's suggestion for a replacement textbook.

E. Standards of Review

In the review of any suggested textbook, the textbook selection committee shall consider:

1. The reliability and reputation for scholarship of its author and publisher;
2. Whether the content of the textbook
  - a. Relates to the course of study in which it will be used,
  - b. Can be read and understood by the pupils for which its use is intended,



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- c. Is accurate and up to date,
  - d. Clearly distinguishes fact from opinion,
  - e. Is well organized and presented,
  - f. Includes helpful and thoughtfully prepared indexes, graphic materials, references, bibliographies, glossaries, and appendices,
  - g. Is biased; and
  - h. Consistent with New Jersey Core Curriculum Content Standards and Frameworks.
- 3. The ways in which a proposed textbook improves on the book it replaces;
  - 4. Whether the proposed textbook's binding, paper, and typeface are appropriate and durable;
  - 5. The cost and probable life of the proposed textbook;
  - 6. Whether the presentation of any controversial subject is objective and suitable to the maturity of the pupils for whose use the book is intended;
  - 7. The experience other schools and/or districts may have had with the use of the proposed textbook; and
  - 8. The textbook's compliance with the district's affirmative action plan for school and classroom practices.

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## R 2520 INSTRUCTIONAL SUPPLIES

### A. Definition

“Supplies” are the consumable materials distributed to teachers and pupils for the implementation of the instructional program. “Supplies” include, but are not necessarily limited to, paper, pencils, chalk, erasers, paste, clay, artistic materials, craft paper, markers, string, adhesive tape, scissors, soap, and the like.

### B. Supply Procedures

1. Supplies will be kept in a supply closet or room in the school building. The Principal will be responsible for the content and inventory of the supply closet.
2. Each teacher will request supplies each year by submitting a written request to the Principal. The teacher should request a sufficient quantity of supplies to satisfy the needs of his/her class for at least eight weeks.
3. The teacher’s request will be recorded in the Main office.
4. At the end of each school year, a record of the supplies requested and used in each classroom will be given to the Principal.
5. The Principal will invite all teaching staff members to suggest additional supplies and/or replacements for the supplies currently used.

### C. Cost of Supplies

Supplies will be made available without charge to all pupils, except in the following circumstances:

1. Where non-reusable clothing or personal equipment, such as gym outfits, is required for reason of safety, health, or the protection of school property, pupils will be requested to provide their own clothing or equipment. The Principal may require that such clothing or equipment meet school standards (other than color or style) and may recommend a suitable commercial source for the clothing or equipment.



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Instructional Supplies

2. Where a pupil enrolled in a class or activity in which a product is made, such as woodshop or home economics, chooses to prepare and keep a useful item, the pupil may be required to pay the costs of the materials used. Pupils shall always be given the option of preparing an item for use by the school, for which no charge will be made. Any charge made under this regulation will be presented in writing by the teacher with a copy to the Principal, and the moneys collected will be deposited with the Business office.
3. Pupils may be required to provide supplies for their participation in co-curricular activities.
4. A pupil who is eligible for free and reduced rate meals will not be required to pay for any supplies, including those exempted from free distribution in paragraphs D1, 2, and 3 above.
5. Teachers are advised to report to the Principal any pupil who is unable to pay for the supplies listed above.

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## R 2530 RESOURCE MATERIALS

### A. Definition

“Resource materials” are all those sources of information for the use of pupils that have not been designated as textbooks and generally must be shared by individual pupils. Resource materials include reference books, fiction and nonfiction books, maps, audio and audio-visual materials, CD ROM’s, pamphlets, periodicals, pictures and on-line references. Resource materials may be maintained in classroom library collections and/or in the school library or media center.

### B. Selection Process

1. The Principal will accept the written requests of teaching staff members for new and revised reference materials. Each request should include the:
  - a. Name and originator of the work,
  - b. Its publisher or distributor,
  - c. A brief description of the material, and
  - d. The reason for the request, including the relevance of the material to the instructional program.
2. Recommendations will be forwarded to the librarian for consideration. The librarian will attempt to review each requested work or, alternatively, to consult with other educational institutions that have used the material.
3. The librarian may consult such selection aids as booklists, school library journals, previews, school library catalogs, and subject bibliographies prepared by specialists in the field.
4. The librarian will measure each recommendation against the standards for selection (see paragraph C) and the amount budgeted for resource materials in the current or succeeding school year, as appropriate.
5. The librarian will present to the Superintendent a list of recommended purchases, no later than May each year. The list will include multiple copies of material for which a high level of interest and need is anticipated.



C. Selection Standards

Standards to be applied in the selection of resource materials are those set forth in Policy No. 2530, repeated here.

1. Material will be suited to the varied interests, abilities, reading levels, and maturation levels of the pupils to be served.
2. Wherever possible, materials will provide major opposing views on controversial issues so that pupils may develop under guidance the practice of critical reading and thinking.
3. Wherever possible, materials will represent the many religious, ethnic, and cultural groups and their contribution to American heritage.
4. Materials will be factually accurate and of genuine literary or artistic value.
5. Materials will be of a quality and durability appropriate to their intended uses and longevity.
6. Materials will relate to, support, and enrich the courses of study adopted by the Board.

D. Removal of Reference Materials

1. The librarian will conduct a periodic review of reference collections for their:
  - a. Continuing usefulness,
  - b. Relevance to the curriculum,
  - c. Representation of the needs and interests of all grade levels, subject areas, and departments, and
  - d. Balance of content, types of material, and manner of presentation.
2. Standard materials subject to frequent use that are worn or missing should be replaced periodically.
3. Outdated materials and materials no longer relevant to the curriculum may be withdrawn from the collection on Board approval.

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## R 2531 USE OF COPYRIGHTED MATERIALS

### A. Literary Material

1. A single copy may be made of any of the following by or for a teacher at his/her individual request for scholarly research or for use in teaching or in preparation for teaching a class:
  - a. A chapter from a book;
  - b. An article from a periodical or newspaper;
  - c. A short story, short essay or short poem; whether or not from a collective work; or
  - d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.
2. Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion provided that:
  - a. Each copy includes a notice of copyright; and
  - b. The material copied is brief and the copying is spontaneous and noncumulative as measured by the following definitions of brevity, spontaneity, and noncumulative effect.
    - (1) Brevity: A reproduced work is brief if it consists of the following:
      - (a) Poetry: Not more than a complete poem if fewer than 250 words and if printed on not more than two pages or an excerpt from a longer poem if the excerpt is not more than 250 words. These numerical limits may be expanded to permit completion of an unfinished line of poetry.



- (b) Prose: Not more than a complete article, story, or essay of fewer than 2,500 words; or an excerpt from any prose work of not more than 1,000 words or ten percent of the work, whichever is less, but in any event a minimum of 500 words. These numerical limits may be expanded to permit completion of an unfinished prose paragraph.
  - (c) Illustration: Not more than one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
  - (d) Special Works: Certain works in poetry, prose or in poetic prose which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience often fall short of 2,500 words in their entirety. Paragraph 2b(1)(b) above notwithstanding, such special works may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than ten percent of the words found in the text thereof may be reproduced.
- (2) Spontaneity: Reproduction of a copyrighted work is spontaneous if:
- (a) The copying is at the instance and inspiration of the individual teacher; and
  - (b) The inspiration and decision to use the work and the moment of its use of maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to use the work.
- (3) Noncumulative Effect: Reproduction of a copyrighted work is noncumulative if:
- (a) The copying of the material is for only one course in the school in which the copies are made;



- (b) Not more than one short poem, article, story, essay or two excerpts has been copied from the same author or more than three from the same collective work or periodical volume during one class term. This section does not apply to current news periodicals and newspapers and current news sections of other periodicals;
- (c) There have been no more than nine instances of such multiple copying for one course during one class term. This section does not apply to current news periodicals and newspapers and current news sections of other periodicals.

3. Notwithstanding any of the above, the following prohibitions shall be in effect:

- a. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately;
- b. There shall be no copying of or from works intended to be consumable in the course of study or of teaching. Consumable works include workbooks, exercises, standardized tests, test booklets, answer sheets, and like material;
- c. Copying shall not substitute for the purchase of books, publishers' reprints, or periodicals; or be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term;
- d. No charge shall be made to the pupil for the copied material.

B. Televised Material

- 1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a retention period of forty-five calendar days after the date of the recording; at the expiration of the retention period the recording must be erased or destroyed.
- 2. An off-air recording may be used once by individual teachers in the course of relevant teaching activities and may be repeated once only when instructional reinforcement is necessary, in the classroom or similar place of instruction or the home of a pupil receiving home instruction, during the first ten school days in the



retention period. After the first ten school days, an off-air recording may be used during the remainder of the retention period only to permit teachers to evaluate its effectiveness in the instructional period.

3. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
5. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

## C. Pre-recorded Video

The use of commercially pre-recorded video (such as video cassettes and DVD disks rented by commercial enterprises) may be used for instructional purposes without the purchase of a public performance license. Such tapes shall not be used in school situations in violation of the copyright laws which prohibit use for reward or entertainment or in other school activities. The use of such materials for these purposes in the school shall be considered a public performance and require:

1. A blanket license for showing the pre-recorded video obtained from the Motion Picture Licensing Corporation (MPLC) or other group authorized to license the pre-recorded material.
2. A specific license for the showing of a pre-recorded video not covered by a blanket license.

The use of non-commercially pre-recorded video shall require the written permission of the producer of the video prior to its use for other than instructional purposes.

If the requested license or permission has not been obtained, the material shall not be shown in the school.



D. Music

1. The following uses of copies of copyrighted music are permissible.
  - a. Emergency copies of printed music may be made to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies are substituted in due course.
  - b. For academic purposes other than performance:
    - (1) Multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement, or aria, but in no case more than ten percent of the work. The number of copies shall not exceed one copy per pupil.
    - (2) A single copy of an entire performable unit (section, movement, aria, etc.) that is
      - (a) Confirmed by the copyright proprietor to be out of print, or
      - (b) Unavailable except in a larger work, may be made by or for a teacher solely for the purpose of scholarly research or in preparation to teach a class.
  - c. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
  - d. A single copy of recordings of performances by pupils may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
  - e. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by the school district or by an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the district or the teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)



2. The following uses of copies of copyrighted music are prohibited.
  - a. Copying to create or replace or substitute for anthologies, compilations, or collective works;
  - b. Copying of or from works intended to be consumable in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets, and like material;
  - c. Copying for the purpose of performance, except as permitted in paragraph C1a;
  - d. Copying for the purpose of substituting for the purchase of music, except as permitted in paragraph C1a and paragraph C1b; and
  - e. Copying without inclusion of the copyright notice that appears on the printed copy.
- E. Computer Software and the Internet
  1. A software program shall not be copied onto a blank disk except as expressly permitted by the program itself.
  2. An archival disk may be made as a back-up program disk. The archival disk shall be used only when the original software disk has been mistakenly damaged or destroyed and may not be used for any other purpose.
  3. Software shall not be loaded into more than one computer at any one time, unless a site license has been purchased to permit loading multiple computers.
  4. Copyrighted materials shall not be downloaded from the Internet without the express permission of the author and the payment of any required fees.
- F. Obtaining Permission for Copying
  1. A teacher may request and obtain permission to copy material from a copyrighted work; the teacher may then use the work as expressly permitted and will not be bound by the limitations and prohibitions set forth above.



2. Request for permission must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include:
  - a. The title, author or editor, and edition of materials for which permission is sought;
  - b. The exact material to be used, with specification of amount, page numbers, chapters, including, if possible, a photocopy of the material;
  - c. The number of copies the requestor proposes to make;
  - d. The use to be made of the duplicated materials;
  - e. The form of distribution;
  - f. Whether or not the copies will be sold; and
  - g. The process by which the material will be reproduced.
3. A copy of the written permission granted by the publisher or copyright owner shall be preserved by the teacher who may be required to present the written permission to the Principal or designee.
4. Teachers shall inform pupils on the limitations of the use of copyrighted material.

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## R 2560 LIVE ANIMALS IN SCHOOL

### A. Standards for Use

1. A teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of any study, activity, or performance that involves live animals in school.
2. Each study involving live animals will have as a clearly defined objective the teaching of some biological principle(s).
3. All animals used must be lawfully acquired in accordance with State and local laws, be healthy and free from transmissible diseases, and must have been vaccinated against rabies if susceptible. Proof of vaccination must be provided to the Principal or designee before the live animal is brought into the school building.
4. Animals may be handled only by the responsible adult supervisor and the pupil(s) directly involved in the study or performance.
5. Animals must be properly fed and provided with sanitary cage quarters.
6. When animals are kept on school grounds or in a school building over vacation periods, adequate housing must be provided and a qualified caretaker must be assigned the specific duties of care and feeding.
7. Teachers of pupils pursuing investigations at other than regular class periods while in school as part of a school assignment or project (such as a school science fair) will be bound by these regulations.
8. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.
9. The Principal or designee will make a determination that no pupil in a class where the animal will be housed is allergic to the animal and would suffer an adverse reaction to the animal. The Principal or designee should also attempt to determine if any other pupil in the school building could suffer an adverse reaction. If the Principal or designee determines that there is a pupil(s) who would suffer an adverse reaction, the Principal or designee shall deny approval to have the animal in the school.



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### B. Injury to Persons

The following steps will be followed in the event a pupil, staff member, or visitor to school is bitten or scratched by an animal in school. The teaching staff member or adult supervisor in charge will:

1. Take immediate and prudent steps to prevent further injury;
2. Follow Regulation No. 8441 for The Care of Injured and Ill Persons; and
3. Capture and impound the animal, pending a determination of the Board of Health regarding any further action.

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## R 2624 GRADING SYSTEM

### A. Purpose of Grading

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.
2. Grades acknowledge a pupil's demonstrated proficiency in the New Jersey Core Curriculum Content Standards and locally established learning goals and objectives:
  - a. Active participation in and attention to daily lessons,
  - b. Frequent contribution to discussions,
  - c. Prompt, thorough, accurate, and neat preparation of assignments,
  - d. Thorough preparation and performance on tests and assessments,
  - e. Display of an eagerness to learn and an inquisitive approach to lessons,
  - f. Attention to the need for proper materials,
  - g. Cooperation with the teacher's efforts, and
  - h. Willingness to work to the best of his/her ability and to do more than the minimum expected.

### B. Preparation for Grading

1. Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.
2. Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils who so request are entitled to see the grades resulting from their performance during the grading period.
3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.
4. Pupils should be encouraged to evaluate their own achievements.



5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.
- C. Grading Periods
1. Grades will be awarded at the end of four marking periods in each school year.
  2. Pupils will be given notice of their mid-term grades at mid-point of each marking period.
  3. Pupils will be given a final grade in each subject at the end of the school year.
  4. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.
- D. Basis for Grading
- The teacher responsible for assigning a grade should take into consideration the pupil's:
1. Completion of written assignments prepared in the classroom or elsewhere;
  2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;
  3. Performance on oral and written tests and quizzes;
  4. Research into standard references and other background materials;
  5. Oral and written reports on materials read by the pupil;
  6. Laboratory work;
  7. Term papers;
  8. Special oral or written reports; and
  9. Other evidences of the pupil's constructive efforts and achievements in learning.



E. Meaning of Grades

1. The following grades will be given in each academic subject at the end of each marking period:
  - a. A grade of A indicates superior performance. It may be given to a pupil whose achievement is significantly above grade level; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.
  - b. A grade of B indicates above average performance. It should be given to a pupil whose achievement is above grade level; whose work frequently excels; and who generally demonstrates strength in the subject.
  - c. A grade of C indicates average performance. It should be given to a pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.
  - d. A grade of D indicates below average performance. It should be given to a pupil whose achievement in the subject is barely passing; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject.
  - e. A grade of F indicates failing performance and that no credit can be given for the subject. It should be given to a pupil who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study.
  - f. Letter grades may be modified by plus or minus signs.
2. The following grading scales and indicators shall be used:
  - a. A+ (100-97)
  - b. A (96-94)
  - c. A- (93-90)



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- d. B+ (89-87)
  - e. B (86-84)
  - f. B- (83-80)
  - g. C+ (79-77)
  - h. C (76-74)
  - i. C- (73-70)
  - j. D+ (69-67)
  - k. D (66-64)
  - l. D- (63-60)
  - m. F (below 60)
3. A “pass” or “fail” grade may be given in a particular course of study provided that:
- a. The course of study is nonsequential in nature,
  - b. The parent(s) or legal guardian(s), teacher, and guidance counselor have consented to the grading method,
  - c. The pupil agrees that his/her choice of the pass-fail option for that course of study is final and cannot be revoked.
4. A grade of “Incomplete” will be given to those pupils unable to complete the work assigned to the course for reasons beyond the pupil’s control, such as the pupil’s disability.
- a. A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the pupil will require to complete the work necessary for the granting of credit.



- b. Except as may be required by unusual circumstances, make up work should be completed within two weeks of the end of the marking period or, if the pupil is disabled at the end of the marking period, two weeks after the pupil's return to school.
  - c. The pupil's completed work will be graded and the teacher will submit a grade, which will replace the incomplete grade on the pupil's transcript.
  - d. A pupil who does not complete the work within the period allowed will receive a grade of F in the subject.
- 5. A grade of "P (passed)-excused" will be given to each pupil in a physical education class who was excused for good cause from participation in certain aspects of the course requirements.
- 6. Teachers may accompany letter grades with an indication by asterisk (\*) that the grade has been adjusted to reflect the relationship of the pupil's efforts and achievements to his/her own abilities and expectations.
- 7. Final grades, year-end or semester-end, will be calculated by assigning a numerical value to each marking period grade and dividing the sum of those values by the number of marking periods.
  - a. See report cards for numerical values assigned to marking period grades.
- F. Effort Grades
  - 1. A grade of "1" indicates that the pupil is consistently cooperative, assumes responsibility on his/her own initiative, is attentive in class, and respects teachers and fellow pupils.
  - 2. A grade of "2" indicates that the pupil is usually cooperative, assumes responsibility when required, is sometimes attentive, and respects teachers and fellow pupils most of the time.
  - 3. A grade of "3" indicates that the pupil is seldom cooperative, seldom accepts responsibility and does not frequently display respect for teachers and fellow pupils.



G. Grade Validation

In order that he/she may justify a grade, each teacher is directed to retain in his/her possession the following records to validate grades awarded to pupils. The records should be kept for a minimum of six years after the end of the school year in which the grades were awarded.

1. The daily attendance and tardiness record;
2. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;
3. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;
4. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;
5. Any notation of discussions with the pupil on a grade or the pupil's cumulative grade average;
6. Any referrals for guidance, discipline, and the like; and
7. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members.

H. Appeal

1. Each teacher is responsible for the determination of the grade a pupil receives for participation in the teacher's course of study.
2. Each teacher may be required to furnish reasons, supported by evidence (see paragraph E above) to substantiate any grade earned.
3. If a grade is challenged by a pupil or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.



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4. If the parent(s) or legal guardian(s) or pupil is not satisfied by the teacher's explanations, he/she may appeal the grade to the Principal, who will consult with the teacher and the pupil in an attempt to resolve the dispute. The Principal will give every reasonable deference to the teacher's professional judgment.
5. If the Principal determines that the grade should be changed, he/she will alter the grade on all records and indicate by whose authority the grade has been changed.
6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct.
7. The Superintendent may hear an appeal from the Principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

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