

## 2000 PROGRAM

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## 2110 PHILOSOPHY OF EDUCATION/DISTRICT MISSION STATEMENT

The mission of the Roosevelt Public School District is to educate and inspire all students to excel academically,\* to become independent and creative thinkers, skillful communicators and lifelong learners. Roosevelt Public School nurtures and challenges the unique potential of each student, so that our children will develop individual, social and civic responsibility as well as respect for themselves, each other, and the environment.

\* “to achieve or exceed the New Jersey Core Curriculum Content Standards at all grade levels.”

Adopted: 24 January 2013



## 2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board accepts the responsibility for coordinating the available resources of home, school and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically and socially in a democratic society.

The Board believes New Jersey State goals should be applicable for every child in the Roosevelt School District.

- A. All children should start school ready to learn.
  - 1. Quality preschool opportunities shall be provided for all children, through collaboration between public schools and community agencies.
  - 2. Parent education programs shall be designed and implemented by the district to assist parent(s) or legal guardian(s) in providing readiness experiences for their preschool children.
- B. The high school graduation rate shall be at least ninety percent.
  - 1. The district shall provide least restrictive, alternative programs for pupils who cannot succeed in the regular high school environment, including those pupils with disabilities.
  - 2. The district shall provide dropout prevention programs for pupils at risk.
- C. Pupils shall leave the school district having demonstrated competency in challenging subject matter including language arts/literacy, mathematics, science, social studies, health and physical education, visual and performing arts and world languages.
  - 1. The district shall implement the State-approved Core Curriculum Content Standards and appropriate assessments to enable pupils to succeed and to evaluate their performance.
  - 2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor teaching staff members progress toward achievement of the required 100 clock hours of continuing education to ensure that they are obtaining and maintaining the skills to help all pupils achieve the Core Curriculum Content Standards.



- D. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
1. The district shall provide pupils with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills.
  2. All pupils shall demonstrate competency in the skills identified in the cross-content workplace readiness standards.
  3. All pupils shall demonstrate respect for racial, cultural, ethnic and religious diversity.
- E. All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world.
1. The district shall revise its curriculum offerings in science and mathematics according to State standards.
  2. The district shall provide staff training in the teaching of mathematics and science at grades Kindergarten through six to increase teachers' understanding of and ability to teach these subjects.
- F. Every adult shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
1. Adult education programs shall be increased in conjunction with other local districts, community colleges and other educational agencies, to provide greater opportunities for adults to continue learning for work skills, leisure pursuits, intellectual and cultural growth and to assist their children in learning.
  2. Business and industry shall be encouraged to collaborate with educational agencies to design and increase access to educational programs for adults, such as flex time, distance learning and interactive technology.
- G. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning.
1. The district shall develop partnerships with parent(s) or legal guardian(s) to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.



2. The district shall provide programs and staffing to deal with pupils at risk.
3. The school and community shall expand their cooperative efforts to create drug and violence-free environments.
4. All pupils shall develop a positive view of self and learn to use effective interpersonal skills.

The Board shall develop, in consultation with the Chief School Administrator and teaching staff members, a written educational plan for the district. This plan shall be reviewed and adopted annually and shall include:

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

N.J.A.C. 6A:32-12.2

Adopted: 24 January 2013



## 2200 CURRICULUM CONTENT

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Chief School Administrator and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators.

The Chief School Administrator is responsible for implementing the curriculum approved by the Board.

The Board directs the curriculum be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified pupil needs. The Chief School Administrator shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the school districts sending to the East Windsor School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school;
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;



3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;
9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.  
N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.  
New Jersey Core Curriculum Content Standards

Adopted: 24 January 2013





## 2210 CURRICULUM DEVELOPMENT

The Chief School Administrator shall be responsible to the Board for the development of curriculum to meet identified pupil needs. He/she shall establish procedures for curriculum development which ensure the effective participation of teaching staff members; pupils as appropriate to their age and grade; parent(s) or legal guardian(s); the community; members of the Board; and the use of all available resources. (Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.)

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

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

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



A five year plan for updating curriculum shall be developed and implemented. The Chief School Administrator shall report annually on all progress in curriculum development and the implementation of the five year curriculum plan at the time of the Board's annual adoption of curriculum.

Adopted: 24 January 2013



## 2220 ADOPTION OF COURSES

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

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

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

The Board directs that the curriculum of this district:

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



- H. Provide all pupils equal educational opportunity, pursuant to law and regulation;
- I. Provide career awareness and vocational education, pursuant to law and regulation;
- J. Provide educational opportunities for exceptionally gifted and talented pupils.

The Chief School Administrator shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public perusal.

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

N.J.S.A. 18A:4-25; 18A:4-28; 18A:33-1; 18A:35-1 et seq.  
N.J.A.C. 6A:7-1.1 et seq.; 6A:8-4.1; 6A:8-4.4

Adopted: 24 January 2013



## 2230 CURRICULUM GUIDES

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

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

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

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

N.J.S.A. 18A:33-1

Adopted: 24 January 2013



## 2240 CONTROVERSIAL ISSUES

Free discussion of controversial issues - political, economic, social - shall be encouraged in the classroom whenever appropriate for the level of the group.

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

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

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

Adopted: 24 January 2013



## 2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

The Board of Education shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Attaining minority representation within the school, which approximates the district's overall minority representation. Exact apportionment is not required, however, the ultimate goal is a reasonable plan achieving the greatest degree of racial balance, which is feasible and consistent with sound educational values and procedures;
3. Utilizing a State approved English language proficiency measure on an annual basis for determining the special needs and progress in learning English of language-minority pupils pursuant to N.J.A.C. 6A:15-1.3(c);
4. Utilizing bias-free multiple measures for determining the special needs of pupils with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring that support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all pupils; and
6. Ensuring that a pupil is not discriminated against because of a medical condition. A pupil shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies that such exclusion is necessary. If excluded, the pupil shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for pupils to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, by:



1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;
2. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;
  - a. Portions of classes which deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female pupils, provided that the course content for such separately conducted sessions is the same.
3. Reducing or preventing the underrepresentation of minority, female, and male pupils in all classes and programs including gifted and talented, accelerated, and advanced classes;
4. Ensuring that the school demonstrates the inclusion of a multicultural curriculum in its instructional content, materials and methods, and that pupils understand the basic tenet of multiculturalism;
5. Ensuring that African American history, as well as the history of other cultures, is infused into the curriculum and taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and
6. Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of the school, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.

The Board of Education shall ensure all pupils have access to adequate and appropriate counseling services. When informing pupils about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to pupils on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.





The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for pupils of each gender shall be comparable;
2. A school within the school district may choose to operate separate teams for both genders in one or more sports or single teams open competitively to members of both genders, so long as the athletic program as a whole provides equal opportunities for pupils of both genders to participate in sports at comparable levels of difficulty and competency; and
3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20

N.J.A.C. 6A:7-1.7

Adopted: 24 January 2013



## 2270 RELIGION IN THE SCHOOL

The Board of Education recognizes that religious belief and disbelief are matters of personal conviction rather than governmental authority and the pupils of this district are protected by the First Amendment of the United States Constitution and by Article I, Paragraph 4 of the New Jersey State Constitution from the establishment of religion in the school. School officials will be neutral in their treatment of religion in the school district, showing neither favoritism toward nor hostility against religious expression. Accordingly, devotional exercises will be permitted in this district. The following activities will be permitted in the school district provided the activity is consistent with current United States Supreme Court decisions regarding the relationship between government and religion: prayer during instructional time; organized prayer groups and activities; religious expression and prayer in classroom assignments; pupil assemblies and extra-curricular events; prayer at graduation; baccalaureate ceremonies; devotional exercises; and other prayer and/or religion related activities. The school district will not permit an activity if the activity advances or inhibits any particular religious expression that is protected by the First Amendment of the United States Constitution.

The Board believes that an understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum may be developed to include, as appropriate to the various ages and attainments of the pupils, instruction about the religions of the world.

The Board also acknowledges the degree to which a religious consciousness has enriched the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the school frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may, therefore, be religious in nature shall not, by itself, bar their use by the district. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the thorough and efficient education of the children of this district, not for its conformity to religious principles. Pupils should receive unbiased instruction in the school so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.

U.S. Const. Amend. 1

U.S. Department of Education - Guidance on Constitutionally Protected  
Prayer in Public Elementary and Secondary Schools – February 7, 2003

N.J. Const. (1947) Art. 1, para. 4

N.J.S.A. 18A:35-4.6 et seq.; 18A:36-16

Adopted: 24 January 2013



### 2310 PUPIL GROUPING

The Board of Education believes that each pupil should be provided with the instruction that will best suit his/her intellectual, physical, emotional, and social capabilities. The Board authorizes the Chief School Administrator to develop a schedule and class organization that will provide for the placement of pupils in instructional groups that will offer them the greatest educational benefit.

The grouping of pupils should be flexible and should take into consideration the age, mental ability, past academic record, emotional needs, physical maturity, and interests of each pupil.

Adopted: 24 January 2013



### 2312 CLASS SIZE

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

Elective courses with fewer than six pupils shall be reviewed by the Board of Education for approval.

Particular attention shall be paid to space-per-pupil requirements of the State Department of Education.

Adopted: 24 January 2013



## 2330 HOMEWORK

The Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen and reinforce the pupil's knowledge. Homework by definition is work done outside the normal classroom hours. Teachers must use discretion in deciding the number and length of assignments. However, the Board recommends the following guidelines for subjects instructed on a daily basis:

Grade	Average minutes per school day + specials
1	15
2	20
3	30
4	40
5	50
6	60

The Board encourages the use of integrated major homework assignments such as term papers, themes and creative art projects.

Homework shall not be used for punitive reasons.

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

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

Adopted: 24 January 2013



## 2340 FIELD TRIPS

The Board of Education recognizes that field trips, used as relevant teaching and learning tools, are an educationally sound and important ingredient in the instructional program of the school.

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

The Chief School Administrator shall review and approve all field trips. The Board of Education will approve all field trips.

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

- A. All trips and the arrangements for them must have advance approval. Approval includes such considerations as whether buses and/or private vehicles will be used, the route to be followed, and parking arrangements, if applicable. Any use of privately owned vehicles must follow the regulations set forth in Board policy.
- B. Costs must be verified and reported on the proper form.
- C. Each child who goes on a field trip or excursion must have written parental/guardian permission.
- D. Pupil safety must be of prime concern. Adequate supervision must be provided by staff and supplemented by other adult chaperons if necessary.
- E. All trips must be well planned, timed according to school schedules, and related to regular learning activities and/or to district goals and objectives.
- F. Each field trip should be evaluated by pupils, teachers, and the administration.

The Board of Education may bear all expenses for field trips or parent(s) or legal guardian(s) may be asked to bear all or part of the expense of an excursion. No pupil is to be denied the right to participate because of the inability to pay.

The Chief School Administrator shall develop guidelines for planning trips suitable to the various grade levels, and regulations governing frequency, distance, and expense.



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

N.J.S.A. 18A:36-21 et seq.; 18A:53-2

Adopted: 24 January 2013



## 2360 USE OF TECHNOLOGY

The Board of Education recognizes the use of technology in the educational process is an essential part of the schooling experience. Technology is to be viewed as a resource to enhance the learning process among other resources available to teachers and pupils. In addition, technology can be used to enhance the administration of the school. In order to provide direction and meaning to the use of technology as an instructional resource, the Board encourages and supports staff use of technology as a component of the learning process.

For purposes of this policy “technology” includes, but is not limited to, the use of computers and computer peripherals, communications networks, access to databases and libraries of information and the integration of audio, video, multimedia devices and media for purposes of teaching and learning.

The Chief School Administrator, in consultation with teaching and support staff, shall recommend to the Board the acquisition of appropriate technology to best implement the curricular, instructional, and administrative program of the school district. The Chief School Administrator shall prepare a technology plan for the school district to encompass the following:

### Curricular, Instructional and Administrative Need

The technology plan shall define the curricular, instructional and administrative need for technological equipment and media for the district.

### In-service Education

The Board shall provide opportunities for school staff to participate in in-service programs on hardware or software programs to be used in the execution of educational and administrative tasks. In-service programs may be provided in or out of the district.

### Standards, Codes and References

All technology installations shall conform to the industry standards and applicable federal, State and local statutes and codes.





## Facilities Planning

In all facilities projects involving new constructions, additions, and renovations the Chief School Administrator or designee shall ensure the plans include provisions for current and future technology needs in terms of the structural, electric/electronic, mechanical, acoustical and visual systems of the building(s). All educational specifications shall include features required for the use of instructional technology.

## Computers

The school district will provide support or maintenance agreements for specified brands of computers. All other computers purchased or donated will be subject to repair only when non-allocated funding is available and therefore may remain unrepaired until funding is available.

## Computer Software Acquisition and Upgrading

The school district will only support the specified upgrades and training. Staff members shall not purchase software that has not been included on a list of specified software or has been approved by the Chief School Administrator.

The Chief School Administrator will recommend the purchase of upgrades to software as needed. An evaluation of upgrades shall be made by appropriate personnel and no upgrade shall be purchased without the express approval of the Technology Consultant.

## Site Licenses

In the case where more than one copy of a software program is required, the Technology Consultant shall attempt to acquire or negotiate a site license with the software developers. In the event a site license is not possible, vendors shall be sought who will provide multiple copies at a discounted cost.

## Software Copyright

All employees shall strictly adhere to the copyright laws of the United States. No software shall be copied and/or distributed except in accordance with these laws. All software placed on media workstations or any network with public access shall be copy protected by the Technology Consultant, who shall assure that individuals who have access to such programs shall not copy them without authorization.



## Internal Communication (District)

The school district shall provide communication by a variety of means.

## External Communications

The Board encourages the use of external communications so the school may utilize the vast resources of external databases and communicate with other schools, external agencies, and businesses throughout the world. Gateways to such communications will be supported by the school district. The use of particular gateways shall be approved by the Technology Consultant. The Technology Consultant, shall be responsible for the installation of software in district owned computers and/or computer systems that prevents access to gateways and Internet sites that have material considered by the Technology Consultant, to be inappropriate for use by pupils.

## Computer Laboratories and Distributed Computing

In order to provide teacher, staff, and pupil access to computers, the Board directs that provisions be made to provide computer access in computer laboratories, classrooms, and school libraries/media centers.

## Audio/Video

All audio and/or video materials shall be used in accordance with the copyright laws of the United States. Teachers, pupils, or staff who create audio or video materials containing the voices or images of the individuals involved shall obtain proper releases from those individuals, their parent(s) or legal guardian(s) for instructional use within the school.

## Informing Parents, Legal Guardians and Interested Parties

Upon request, the Building Principal shall make available to parent/legal guardians the computer hardware and software used in the district in order that a computer purchased privately for home use may be compatible with the computer and software the pupil uses in the school setting.

## Technology Coordination

The Board shall appoint a Technology Consultant, to assure the technology needs of the district are met in the most efficient manner possible at the lowest costs available to meet specified needs.



## Broadcast Rights and Copyrights

The Board specifically retains the Broadcast rights and copyrights to all materials created by employees of the Board as part of their responsibilities to the Board. Any financial remuneration for the use of such materials shall be retained by the Board.

## Computer Security

The Technology Consultant, shall develop security procedures to include, but not be limited to, the following areas:

1. Physical Security of Equipment

All computer equipment shall be maintained in a secure manner appropriate to its location.

2. Data Security

- a. Back-up procedures for system files, libraries, and data shall be practiced in a timely fashion.
- b. Disaster recovery plans shall be kept up-to-date at all times.
- c. Password protection shall be in place and updated periodically.
- d. Resource security shall be in place to prevent unauthorized access to system files, libraries, and data.

3. Employee Training

All new employees having, as part of their job responsibilities, access to computers and information systems will be trained in the proper security procedures outlined above.

All employees having, as part of their job responsibilities, access to computers and information systems will be kept up-to-date on current security procedures for equipment and data.



4. Transaction Audit Trail

Appropriate procedures will be maintained in order to monitor system activity and users, as necessary.

5. Security Officer

The Chief School Administrator shall designate the Technology Consultant, as the district's Computer Security Officer to monitor system security procedures.

#### Use of Facsimile (FAX) Machines

Fax machines provide a useful means of communicating and shall be subject to the same rules that apply to the use of telephones. All incoming faxes shall be considered confidential mail. No disclosure of the contents of any fax shall be made except to the individual for whom the fax is intended. Any individual violating this confidentiality shall be subject to discipline as provided by the policies and regulations of the Board.

N.J.A.C. 6A:26-6.1 et seq.  
17 U.S.C. 101 et seq.

Adopted: 24 January 2013



## 2361 ACCEPTABLE USE OF COMPUTER NETWORKS/ COMPUTERS AND RESOURCES

The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow pupils to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by pupils to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Chief School Administrator to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to computer networks/computers at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

### Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using the computer networks/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer networks/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.



- C. Using the computer networks in a manner that:
1. Intentionally disrupts network traffic or crashes the network;
  2. Degrades or disrupts equipment or system performance;
  3. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
  4. Steals data or other intellectual property;
  5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
  6. Gains or seeks unauthorized access to resources or entities;
  7. Forges electronic mail messages or uses an account owned by others;
  8. Invades privacy of others;
  9. Posts anonymous messages;
  10. Possesses any data which is a violation of this Policy; and/or
  11. Engages in other activities that do not advance the educational purpose for which computer networks/computers are provided.

## Internet Safety Protection

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; 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 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.



This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

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

In accordance with the provisions of the Children's Internet Protection Act, the Chief School Administrator or designee will develop and ensure education is provided to every pupil regarding appropriate online behavior, including pupils interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.

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.

The school district will certify on an annual basis, that the school, including media centers/libraries, is in compliance with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act and the school district enforces the requirements of these Acts and this Policy.

## Consent Requirement

No pupil shall be allowed to use the school districts' computer networks/computers and the Internet unless they have filed a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

## Violations

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



1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act

Federal Communications Commission: Neighborhood Children's Internet Protection Act

Adopted: 24 January 2013





## 2411 GUIDANCE COUNSELING

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the school to assist pupils in making and implementing informed educational and occupational choices including academic, career and personal/social development.

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all pupils in this school district and shall be the responsibility of the classroom teacher, who may draw upon the services of other, more specialized staff members as required.

The Chief School Administrator is directed to implement a guidance program that carries out the purposes of this policy and:

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each pupil;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parent(s) or legal guardian(s) and shares parents' or legal guardians' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the pupil's interest;
7. Is available equitably to all pupils and prohibits biased counseling and the use of materials that discriminate among pupils on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability; and
8. Establishes a referral system that utilizes all the aid the school and community offer, guards the privacy of the pupil, and monitors the efficacy of such referrals.

N.J.A.C. 6A:19-1.2; 6A:8-2.2

N.J.A.C. 6A:7-1.7; 6A:8-3.2

Adopted: 24 January 2013



## 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

The Board of Education will provide instructional services to an enrolled pupil whether a general education pupil in Kindergarten through grade six or a special education pupil age three to twenty-one at the pupil's home or another suitable out-of-school setting when the pupil is confined to the home or another out-of-school setting due to a temporary or chronic health condition or has a need for treatment which precludes participation in their usual education setting. These services will be provided when a pupil is determined by the school physician to need confinement at their residence or other suitable out-of-school setting and the projected need for confinement is for ten consecutive school days or fifteen cumulative school days or more during the school year.

Requests for home instruction shall include a written determination from the pupil's physician documenting the projected need for the pupil's confinement to their residence or other treatment setting for ten consecutive school days or fifteen or more cumulative school days during the school year. The written determination from the pupil's physician shall be forwarded to the school physician, who shall verify the need for home instruction. The parent(s) or legal guardian(s) shall be notified concerning the school physician's verification or reason(s) for denial within five school days after receipt of the written determination by the pupil's physician.

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 pupil's confinement, during the first week of the pupil's confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school district will maintain a written plan for the delivery of instruction and the teacher providing instruction shall be appropriately certified for the subject, grade level, and special needs of the pupil pursuant to N.J.A.C. 6A:9. The teacher shall provide one-on-one instruction in accordance with the requirements of N.J.A.C. 6A:16-10.1(c)3.

For a pupil with disabilities, the home instruction shall be consistent with the pupil's IEP to the extent appropriate and shall meet the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8. When the provision for home instruction for a pupil with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the pupil's IEP.



For a pupil without disabilities, the home instruction shall meet the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8 and the district's requirements for promotion at that grade level. When the provision for home instruction for a pupil without disabilities will exceed sixty calendar days, the school physician will refer the pupil to the Child Study Team for evaluation according to the requirements of N.J.A.C. 6A:14.

The school district shall be responsible for the costs of providing instruction for pupils as required by N.J.A.C. 6A:16-10.1(b).

The Board reserves the right to withhold home instruction when the reason for the pupil's confinement is such as to expose a teacher to a health hazard or dangerous home situation, a parent(s) or legal guardian(s), or other responsible adult is not present during the hours of instruction, or the condition of the pupil is such as to preclude benefit from such instruction.

Pupils on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a pupil on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.S.A. 18A:46-10

N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 24 January 2013



## 2415 NO CHILD LEFT BEHIND PROGRAMS

The No Child Left Behind Act (NCLB) of 2001 is a reauthorization of the Elementary and Secondary Education Act (ESEA)/Improving America's Schools Act (IASA) 1994, providing funds to help all New Jersey's school children achieve, at a minimum, proficiency in the State standards. NCLB embodies four key principles or pillars of education reform: accountability, flexibility, choice, and methodology. The Board of Education elects to augment the instructional program of pupils by projects supported by Federal funds allocated under NCLB and the district will comply with the requirements of all the programs authorized by NCLB.

The district may be eligible for several grant programs funded through NCLB, including, but not limited to, Title I through Title VI. Many of the Titles of NCLB have several parts and subparts that provide a funding source for specific purposes.

### Application Procedure

The district will submit an annual No Child Left Behind Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and NCLB for the district to be considered for funding under NCLB.

### Covered Programs

The intent of NCLB is that all children will meet State academic achievement standards to reach their potential through improved programs. The NCLB Consolidated Formula Subgrant includes the following programs:

1. Title I, Part A provides the programs and resources for disadvantaged students to meet this intent. It requires the State and the district to close the achievement gap by placing a highly qualified teacher in every classroom, improving the qualifications of paraprofessionals who work with disadvantaged students, and using instructional practices that have proven to be effective.
2. Title I, Part D serves neglected and delinquent youth in institutions, community day programs, and correctional facilities to assure they also attain high academic levels of performance.



3. Title II, Part A provides the resources for improving teacher and Principal quality and increasing the number of highly qualified teachers and Principals in classrooms, thereby raising student achievement in the academic subjects. It focuses on preparing, training, and recruiting high-quality teachers and Principals and requires the State to develop plans with annual measurable objectives that will ensure all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.
4. Title II, Part D facilitates comprehensive and integrated educational technology strategies that target the specific needs of the school. It improves student academic achievement through the use of technology in elementary and secondary schools, while addressing the digital divide such that every student is technologically literate by the end of eighth grade. Effective integration of technology resources and systems with teacher training and curriculum development are encouraged in order to identify and showcase best practices in educational technology.
5. Title III, Part A focuses on the teaching of English to limited English proficient (LEP) children, including immigrant children and youth.
6. Title IV, Part A provides resources for fostering a safe and drug-free learning environment that supports academic achievement.
7. Title V, Part A provides a flexible source of funding to help districts in the development and implementation of various innovative reform initiatives.
8. Title VI, Part B addresses the unique needs of rural school districts.
9. Title IX covers the general provisions applicable to some/all of the programs.

Throughout NCLB, the use of solid research to improve teaching and learning as well as student behavior is required and promoted, and parent(s)/legal guardian(s) are provided with information and options to improve the educational opportunities provided for their children. The emphasis on scientifically based methodology encourages the use of teaching techniques and practices that are founded on research and proven to produce positive results.



## Title I

The largest Federal program supporting elementary and secondary education is Title I. NCLB strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also establishes minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must 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 determine allocations as identified in the Title I guidelines and regulations.

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 provide the New Jersey Department of Education assurances 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, children with disabilities and limited English proficient (LEP) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

## Type of Title I Program

The school district will offer a Target Assistance Title I program.

## Target Assistance Program

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

## Academic Standards, Academic Assessments, and Accountability

The district will comply with the requirements as outlined in Policy 2415.01 - Academic Standards, Academic Assessments, and Accountability in accordance with the NJDOE and NCLB.



## Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and NCLB.

## Staff

The district will comply with the requirements as outlined in Policy 2415.03 – Highly Qualified Teachers in accordance with the NJDOE and NCLB. In addition, the district will ensure all paraprofessionals meet the requirements as required by NCLB and as outlined in Policy 4125 – Employment of Support Staff Members.

## Parental Involvement

The district will comply with the requirements as outlined in Policy 2415.04 – Parental Involvement in accordance with the NJDOE and NCLB.

## Pupil Surveys, Analysis, and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Pupil Surveys, Analysis, and/or Evaluations in accordance PPRA.

## Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous in accordance with the Victims of Violent Criminal Offenses as outlined in NCLB, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and NCLB.

## 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.



## Capital Expenses

The Chief School Administrator will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school pupils; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.

## Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

## Supplement, Not Supplant

Grant funds provided under Federal programs, including No Child Left Behind funding, shall supplement, not supplant other non-Federal funds that are available to provide programs and services to eligible students, unless otherwise provided in the grant program.

## State Waiver from Certain Provisions of No Child Left Behind (NCLB)

The State of New Jersey may receive a waiver(s) from certain provisions of NCLB from the United States Department of Education. A waiver(s) may affect the applicability of the school district's NCLB policies and/or regulations. In the event a waiver(s) affects the applicability of Board of Education NCLB policies and/or regulations, the waiver provisions shall supersede current Board policies and/or regulations and the school district shall comply with the requirements as outlined by the New Jersey Department of Education in accordance with the waiver(s) application and approval(s) from the United States Department of Education.

## Evaluation

The Chief School Administrator will evaluate the NCLB programs as required by the United States and the New Jersey Departments of Education.

## No Child Left Behind Act of 2001

Adopted: 24 January 2013





## 2415.01 ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY

The No Child Left Behind Act of 2001 (NCLB), a reauthorization of the Elementary and Secondary Education Act (ESEA), requires New Jersey to implement a single accountability system to include challenging academic content and academic achievement standards. The accountability requirements under NCLB were built on the foundation of the former Improving America's Schools Act (IASA).

To meet the Federal requirements, New Jersey has adopted the New Jersey Single Accountability System. State assessments in language arts literacy and mathematics are based on the New Jersey Core Curriculum Content Standards. All pupils enrolled in New Jersey public schools, plus all pupil subgroups, must meet the proficiency benchmarks to ensure the goal of 100% proficiency. Pupils must score either "proficient" or "advanced proficient" on the assessments to be counted toward meeting the benchmarks.

The school is evaluated using adequate yearly progress (AYP) indicators. Pupil achievement is determined by grade span (Elementary School – grades three through five, Middle School – grades six through eight, and High School – grades nine through twelve) and in each content area. There are indicators that must be met (including participation and proficiency rates) plus a secondary indicator. A safe harbor calculation is applied to measure significant progress if the benchmark is missed. When a school does not meet AYP for two consecutive years in the same content area, it is designated as a "school in need of improvement."

AYP shall be calculated for all New Jersey schools under the provisions of NCLB. Schools that do not meet AYP as defined under NCLB are placed into one of the following categories. Title I schools in need of improvement must implement the sanctions for each category.

Year 1 – Early Warning: A school that does not make AYP for one year is placed into "early warning" status.

Year 2 – In Need of Improvement/School Choice: A school that does not make AYP for two consecutive years in the same content area is designated as a "school in need of improvement." Parents/legal guardians shall be promptly notified if their child's school has been designated as in need of improvement. For Title I schools certain interventions apply, including intradistrict school choice (or supplemental educational services if choice is not available) and development of a school improvement plan (Title I Unified



Plan). The district must offer the school technical assistance to address the areas that caused the school to be in need of improvement. Parents/legal guardians shall be notified of their right to request intradistrict public school choice and parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.

Year 3 – In Need of Improvement/Supplemental Educational Services (SES): A school that does not make AYP for three consecutive years in the same content area shall continue to be identified as a “school in need of improvement.” The Title I school must continue to offer intradistrict school choice and must also offer SES to eligible pupils. Technical assistance must continue to be offered by the district, parents must receive notification of the school’s status, and the school improvement plan (Title I Unified Plan) is updated annually. Parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.

The New Jersey Department of Education (NJDOE) offers school support by engaging a team of experienced professionals to conduct an extensive school review called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA team interviews stakeholders and staff, reviews school and district documents, and conducts on-site observations to develop a report that contains recommendations for school improvement, which then becomes part of the Title I Unified Plan.

Year 4 – Corrective Action: A school that does not make AYP for four consecutive years in the same content area is identified as a school in corrective action. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status, revise its school improvement plan (Title I Unified Plan), and receive technical assistance from the district and the NJDOE.

The district must take at least one of the following corrective actions:

1. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing pupils.
2. Institute a new curriculum grounded in scientifically-based research and provide appropriate professional development to support its implementation.



3. Extend the length of the school year or school day.
4. Replace the school staff who are deemed relevant to the school not making adequate progress.
5. Significantly decrease management authority at the school.
6. Restructure the internal organization of the school.
7. Appoint one or more outside experts to advise the school how to revise and strengthen the improvement plan it created while in school improvement status and how to address the specific issues underlying the school's continued inability to make AYP.

Year 5 – Planning for Restructuring: A Title I school that does not make AYP for five consecutive years in the same content area must plan to restructure. The restructuring plan is implemented at the beginning of the following school year if the school continues to miss AYP benchmarks and moves to Year 6. During the planning year, the Title I school must continue to offer intradistrict school choice and SES, notify parents of the school's status and invite parent input during the restructuring process, and receive technical assistance from the district and the NJDOE. The technical assistance design for a school being restructured emphasizes the following:

1. The importance of improving instruction by using strategies grounded in scientifically-based research so that all children in the school achieve proficiency in the core academic subjects of language arts and mathematics.
2. The importance of analyzing and applying data in decision-making.

The restructuring plan must include one of the following alternative governance systems for the school as outlined by NCLB regulations and consistent with New Jersey practice and statutes:

1. Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the No Child Left Behind Act.
2. Re-open the school as a public charter school as defined by State statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).



3. Replace all or most of the school staff, which may include the Principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

**Year 6 – Restructuring-1:** A Title I school that does not make AYP for six consecutive years in the same content area must implement the approved restructuring plan. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school's status and invite parent input and support during the implementation process, and receive technical assistance from the district and the NJDOE. Technical assistance is critical to help school staff remain focused on increasing pupil achievement while the school is adjusting to potentially radical changes in its administration and governance structures. A CAPA visit will occur at the school to determine the fidelity of implementation of the restructuring plans and to review the governance structure of the school.

**Year 7 (and over) – Restructuring-2 (and over):** If the school has not made AYP for seven or more consecutive years, the NJDOE will meet with school and district administrators to continually review implementation of the restructuring plan/Title I Unified Plan. Benchmark meetings with NJDOE staff, the school, and the district will occur twice a year to assess and support implementation of the school improvement plan.

**Removal from Early Warning/Improvement Status:** To be removed from early warning or improvement status, the school must make AYP for two consecutive years in the content area that caused the school to go into status, providing the school makes AYP in the other content areas. The first year of making AYP is a "hold year" and the school does not progress to the next sanction level, but must continue to implement current interventions. If the school does not make AYP the year following "hold," the school goes back into improvement status at the level prior to the hold year.

No Child Left Behind Act of 2001, §1111

Adopted: 24 January 2013



## 2415.02 TITLE I – FISCAL RESPONSIBILITIES

The Roosevelt Board of Education will comply with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001.

### Maintenance of Effort

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(a), the Roosevelt Board of Education will maintain a combined fiscal effort per pupil, or aggregate expenditures, of State and local funds with respect to the provision of the free public education in the Local Education Agency (LEA) for the preceding fiscal year that is not less than ninety percent of the combined fiscal effort per pupil, or the aggregate expenditures, for the second preceding fiscal year.

### Comparability with Multiple Schools

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(c), the Roosevelt Board of Education directs the Chief School Administrator to assign teachers, administrators, and auxiliary personnel to the schools in such a way that the equivalence of personnel is ensured among schools.

### Comparability of Materials and Supplies

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(c), the Roosevelt Board of Education directs the Chief School Administrator to distribute curriculum materials and instructional supplies to the schools in such a way that the equivalence of such material is ensured among schools.

No Child Left Behind Act of 2001, §1120A

Adopted: 24 January 2013



## 2415.03 HIGHLY QUALIFIED TEACHERS

The No Child Left Behind Act (NCLB) requires all teachers be or become highly qualified in the core academic content area(s) they teach in accordance with the United States Department of Education and the New Jersey Department of Education highly qualified teacher requirements.

Teachers who have achieved highly qualified status retain highly qualified status permanently for the teaching assignment designated on the approved highly qualified teacher forms. No teacher providing direct instruction in core content areas is grandfathered or exempt from this process.

The district shall maintain the appropriate highly qualified documentation for all teachers who provide direct instruction in core content areas. When a teacher changes teaching assignments, which requires different content expertise, additional highly qualified teacher forms must be completed and kept on file within the district. Highly qualified teacher documentation should be completed for all new teachers and for those with new teaching assignments at the beginning of each school year.

When a teacher obtains employment in a new school district, the new district must contact the previous place of employment to have the teacher's official highly qualified teacher forms sent to the new district. A teacher hired from another State must hold New Jersey certification and must meet New Jersey's highly qualified teacher requirements. Out-of-State teachers may provide documentation to support their highly qualified teacher status from the previous State in which they taught.

All Title I schools must send out a Right-to-Know letter in the beginning of every school year informing parent(s) or legal guardian(s) that they have the right to know the qualifications of their child's teacher. The letter should be sent by all Title I and non-Title I districts. In addition, in all Title I schools, the parent(s) or legal guardian(s) of pupils whose teacher is not yet highly qualified must be notified. Copies of these letters must be kept on file in the school.

No Child Left Behind Act of 2001, §1119

Adopted: 24 January 2013



## 2415.05 PUPIL SURVEYS, ANALYSIS AND/OR EVALUATIONS

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education.

### Consent

PPRA requires written consent from parents/legal guardians and pupils who are eighteen years old or emancipated minor pupils before minor pupils are required to participate in a survey, analysis, or evaluation funded in whole or in part by a program of the United States Department of Education that concerns one or more of the following nine areas referred to as “protected information surveys”:

1. Political affiliations or beliefs of the pupil or pupil’s parent;
2. Mental or psychological problems of the pupil or pupil’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the pupil or parents;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
9. Social security number.

This consent requirement also applies to the collection, disclosure or use of pupil information for marketing purposes, referred to as “marketing surveys”, and for certain physical examinations and screenings.



## “Opt a Pupil Out” Notice

The parents and eligible pupils will be provided an opportunity to opt a pupil out of participating in:

1. The collection, disclosure, or use of personal information obtained from pupils for marketing, to sell, or otherwise distribute information to others;
2. The administration of any other “protected information survey” not funded in whole or in part by the United States Department of Education; and
3. Any non-emergency, invasive physical examination required as a condition of attendance, administered by the school district or its agents, and not necessary to protect the immediate health and safety of a pupil, except for hearing, vision, scoliosis screenings, or any physical examination or screening permitted or required under State law.

## Inspection

The parents and eligible pupils, upon request and before administration or use, have the right to inspect:

1. Protected information surveys of pupils;
2. Instruments used to collect personal information from pupils for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The Chief School Administrator shall be responsible for obtaining the consent, annual direct notification to parents and eligible pupils at the start of each school year and after any substantive changes of the “opt a pupil out” rights and the inspection rights provisions of PPRA and this Policy. The “opt a pupil out” notice shall include any specific or approximate dates of the activities eligible for a pupil to “opt out.”





### PPRA Consent/Opt Out Violations

Parents or pupils who believe their rights under PPRA may have been violated may file a complaint with United States Department of Education.

The Protection of Pupil Rights Amendment (PPRA)

(20 U.S.C. §1232h; 34 CFR Part 98)

No Child Left Behind Act of 2001, Title X, Part F, §1061

Adopted: 24 January 2013



## 2415.06 UNSAFE SCHOOL CHOICE OPTION

The Unsafe School Choice Option (USCO) provision of The No Child Left Behind Act of 2001 (NCLB) §9532 contains two provisions that apply to school districts that receive funds under NCLB: Provision I - Persistently Dangerous Schools and Provision II - Victims of Violent Criminal Offenses.

Effective the beginning of each school year, school districts receiving NCLB funds must be prepared to complete the transfer of pupils who choose to exercise Provision I and Provision II of NCLB and this Unsafe School Choice Option Policy. Compliance with the Policy is a condition of receiving funds under any and all titles under NCLB. The Chief School Administrator is required to certify compliance with this USCO Policy to the New Jersey Department of Education (NJDOE) in the application for NCLB funds.

### USCO Policy Provision I - Persistently Dangerous Schools (PDS)

#### 1. Criteria for Determining Persistently Dangerous Schools.

A persistently dangerous school is a public elementary or secondary school building (except for Regional Day Schools, Educational Services Commissions and Special Services School Districts) that meets the objective criteria determined by the New Jersey Department of Education (NJDOE) for three consecutive years and is part of a school district that receives funds under NCLB. The NJDOE will use the most current available data from the Electronic Violence and Vandalism Reporting System (EVVRS) to identify persistently dangerous schools on or before July 31 of each year, in compliance with federal regulations (68 FR 16789).

#### 2. Procedures and Guidelines for Schools Determined to be Persistently Dangerous.

Once the district receives notification a school is identified as persistently dangerous, the district must inform all parents of enrolled pupils in the school of the designation within fifteen calendar days of the notice and offer them the option for their children to transfer to a safe public school within the district by the beginning of the respective school year. The district must complete all transfers by the beginning of the school year following the July notification.



Pupils are not required to accept the transfer option, but they must be afforded the opportunity to do so. Parental notice regarding the status of the school and the offer to transfer pupils should be made simultaneously. Parents of enrolled pupils must be notified of the persistently dangerous designation whether or not there is another school within the district for the transferring pupils.

To the extent possible, the district will allow transferring pupils to transfer to schools that are making adequate yearly progress in accordance with NCLB and have not been identified as being in need of school improvement, corrective action or restructuring. The district will take into account the needs and preferences of the affected pupils and parents.

3. Corrective Action Plan for a School Identified as Persistently Dangerous.

If a school in the district is identified as persistently dangerous, the district will submit to the NJDOE, on or before August 25, documentation of compliance with the parent notification requirement and actions taken to complete the transfer arrangements for all pupils exercising the option by the first day of the school year. The district will also develop and submit for approval a corrective action plan to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide schools with guidance for their corrective action plans, as well as monitor the school district's timely completion of the approved plans.

In the spring of each following year, the NJDOE will re-evaluate the status of a school identified as persistently dangerous. The NJDOE will review the school's progress towards completing their corrective action plan and compare the current year's incidents of violence, as reported on the EVVRS, to the criteria for determining persistently dangerous schools (PDS). A school identified as maintaining the persistently dangerous designation will be notified by the NJDOE on or before July 31 of the respective year and will be required to submit for approval a revised corrective action plan by August 25 of that year, which will apply to the respective school year. The school district must inform all parents of enrolled pupils in the school of the designation within fifteen calendar days of the notice and offer them the option for their children to transfer to a safe public school by the beginning of the respective school year.



A school no longer designated persistently dangerous will be notified on or before July 31 of the respective year. The persistently dangerous designation will be removed after one or more years contingent upon successful fulfillment of the criteria for removal, as determined by and in accordance with guidance provided by the NJDOE.

4. Procedures and Guidelines for Early Warning of Schools.

Effective in 2004, if a school meets the criteria set forth in this Policy for two consecutive years, the district will be notified of their pattern of offenses on or before August 15 of each year. If notified, the district will develop and submit to the NJDOE for approval a corrective action plan on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school with guidance for their corrective action plan, as well as monitor the school's timely completion of the approved plan. This school shall become a top priority for intensified district support for research-based programs and technical assistance. A school receiving an "early warning" notice is not required to provide the transfer option to pupils.

In the spring of each following year, the NJDOE will reevaluate the school's progress towards completing their corrective action plan and compare the current year's incidents of violence, as reported on the EVVRS, to the criteria for determining persistently dangerous schools. Schools will be notified of their status on or before July 31 of the respective year.

A school that has successfully completed their corrective action plan and reported violent incidents that no longer meet the Criteria for Determining Persistently Dangerous Schools for one school year (the year in which the corrective action plan was in effect) will no longer be required to submit a Corrective Action Plan.

A school that does not successfully complete their Corrective Action Plan and that meets the criteria set forth in this Policy for a third consecutive year will be designated as persistently dangerous and will be required to submit for approval a revised corrective action plan on or before September 30 of that year, which will apply to the respective school year. The district will also provide the transfer option to pupils in the school designated as persistently dangerous.



5. Schools Not Receiving NCLB Funds, but Meeting the Criteria for PDS.

School buildings and districts that do not receive federal funds under NCLB, but meet any one of the criteria for persistently dangerous schools, will be contacted by the NJDOE and be required to develop and submit for approval a Corrective Action Plan on or before September 30 of the respective year. The Corrective Action Plan must be completed in the format provided by the NJDOE and describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school guidance for their corrective action plan, as well as monitor the school's timely completion of the approved plan.

#### USCO Policy Provision II - Victims of Violent Criminal Offenses

The Victim of Violent Criminal Offenses provision of NCLB requires a pupil who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary or secondary school that the pupil attends, be allowed to attend a safe public elementary or secondary school within the district, including a public charter school.

The Chief School Administrator will consult with the Board attorney and communicate with designated local and/or county law enforcement authorities, per the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials and N.J.A.C. 6A:16-6.2(b)12, on questions and issues that arise in the implementation of the individual victims of violent criminal offenses section of this Policy.

1. Criteria for Determining Victims of Violent Criminal Offenses

The following criteria must be used to determine when an enrolled pupil has become a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school that the pupil attends. These criteria only apply to a pupil who has become a victim of one or more of the violent criminal offenses enumerated below:

A pupil is considered a victim of a violent criminal offense when:

- a. A referral has been made to law enforcement officials for suspicion that one of the violent criminal offenses enumerated below has occurred; and
- b. One or more of the following applies:
  - (1) Law enforcement officials have filed formal charges against the perpetrator(s) for commission of the violent crime; or



- (2) The perpetrator(s) of the violent crime has been disciplined in accordance with school policy; or
- (3) The perpetrator(s) of the violent crime either has not been identified or is not an enrolled pupil(s), but it is clear that the pupil (victim) has become a victim of a violent criminal offense based on objective indicators such as physical evidence, eyewitness testimony, and/or circumstantial evidence; or
- (4) The pre-existence of a restraining order against the perpetrator(s) of the violent crime.

## 2. Procedures and Guidelines

Effective the first day of each school year beginning in 2003, the district must be prepared to begin the transfer of any pupil who chooses to exercise the unsafe school choice option provision. The district must offer, within ten calendar days, an opportunity to transfer to a safe public school within the district to any pupil who has become a victim of a violent criminal offense while in or on the grounds of a public school that the pupil attends. While the pupil must be offered the opportunity to transfer, the pupil may elect to remain at the school.

To the extent possible, the district will allow any transferring pupil to transfer to a school that is making adequate yearly progress in accordance with NCLB and has not been identified as being in need of school improvement, corrective action or restructuring. The district will take into account the needs and preferences of the affected pupil and his or her parent(s). Transfers must occur within thirty days of the determination that the pupil was a victim of a violent criminal offense.

## 3. Violent Criminal Offenses

The violent criminal offenses under New Jersey statutes that apply to the individual victim provision are identified and explained below. The offenses apply to completed offenses, as well as threats and attempts to commit the offenses. The offenses and attempts to commit the offenses apply only when they occur in or on the grounds of a school that the pupil attends. The offenses apply whether they occur wholly or in part in or on the grounds of a school that the pupil attends.



The offenses apply only to acts or attempts that are directed at a person (victim) or a group of specified individuals (victims), rather than acts that indiscriminately affect the entire school population or non-specified individuals or groups. For the purposes of this Unsafe School Choice Option Policy, the term “victim” shall not include a pupil who purposely, knowingly or recklessly provokes the conduct constituting the criminal incident against him or her.

#### 4. Applicable Violent Criminal Offenses

Below is a description of each applicable violent criminal offense that is based upon New Jersey statutes and references to statutory citations that provide complete explanations of each designated offense. The descriptions provided below are not intended to be a complete explanation of each offense or a substitute for the actual provisions of the authorizing statutes. Instead, the descriptions are provided as an aid in facilitating understanding of the general intent and practical applications of the violent criminal offenses that pertain to this Unsafe School Choice Option Policy.

- a. Homicide [N.J.S.A. 2C:11-2] - A person is a victim of a homicide when he or she is the child, sibling or other relative of a decedent, resulting from someone purposely, knowingly or recklessly causing the death of the pupil’s parent, sibling or relative in or on school grounds.
- b. Assault [N.J.S.A. 2C:12-1(a)(1) and 2C:12-1(b)(1)] - A person is a victim of an assault when the actor purposely, knowingly or recklessly causes bodily injury to the victim [N.J.S.A. 2C:12-1(a)(1)]; negligently, recklessly, knowingly or purposely causes bodily injury to the victim with a deadly weapon [N.J.S.A. 2C:12-1(a)(2), N.J.S.A. 2C:12-1(b)(2) and N.J.S.A. 2C:12-1(b)(3)]; attempts by physical menace to put the victim in fear of imminent serious bodily injury [N.J.S.A. 2C:12-1(a)(3)]; or knowingly points a firearm at or in the direction of the victim, whether or not the actor believes it to be loaded. [N.J.S.A. 2C:12-1(d)(4)].
- c. Aggravated Sexual Assault [N.J.S.A. 2C:14-2] - A person is a victim of an aggravated sexual assault when the actor commits an act of sexual penetration with the victim under any of the following circumstances:
  - (1) The victim is less than thirteen years old.
  - (2) The victim is:



- (a) At least thirteen, but less than sixteen years old; and
    - (i) The actor is related to the victim by blood or affinity to the third degree; or
    - (ii) The actor has supervisory or disciplinary power over the victim by virtue of the actor's legal, professional or occupational status; or
    - (iii) The actor is a foster parent, a legal guardian or stands in loco parentis within the household.
  - (3) The act is committed on the victim during the commission, or attempted commission, whether alone or with one or more persons, of robbery, kidnapping, homicide, aggravated assault on another, burglary, arson or criminal escape.
  - (4) The actor is armed with a weapon or any object fashioned in such a manner as to lead the victim to reasonably believe it to be a weapon and threatens by word or gesture to use the weapon or object on the victim.
  - (5) The actor is aided or abetted by one or more other persons and the actor uses physical force or coercion on the victim.
  - (6) The actor uses physical force or coercion and severe personal injury is sustained by the victim.
  - (7) The victim is one whom the actor knew or should have known was physically helpless, mentally defective or mentally incapacitated.
5. Sexual Assault - A person is a victim of a sexual assault when:
- a. The actor commits an act of sexual contact with a victim who is less than thirteen years old and the actor is at least four years older than the victim; or
  - b. The actor commits an act of sexual penetration with a victim under any of the following circumstances:





- (1) The actor uses physical force or coercion, but the victim does not sustain severe personal injury.
  - (2) The victim is at least sixteen but less than eighteen years old.
  - (3) The actor has supervisory or disciplinary power of any nature or in any capacity over the victim.
  - (4) The victim is at least thirteen but less than sixteen years old and the actor is at least four years older than the victim.
6. Bias Intimidation [N.J.S.A. 2C:16-1(a)] - A person is a victim of the crime of bias intimidation when an actor commits, attempts to commit, conspires with another to commit or threatens the immediate commission of an offense specified in chapters 11 through 18 of Title 2C of the New Jersey Statutes; N.J.S.A. 2C:33-4; N.J.S.A. 2C:39-3; N.J.S.A. 2C:39-4 or N.J.S.A. 2C:39-5 in the following circumstances:
- a. With a purpose to intimidate a victim or a group of specified victims because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or
  - b. Knowing that the conduct constituting the offense would cause a victim or a group of specified victims to be intimidated because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or
  - c. Under circumstances that caused any victim of the underlying offense to be intimidated and the victim, considering the manner in which the offense was committed, reasonably believed either that:
    - (1) The offense was committed with a purpose to intimidate the victim or any person or entity in whose welfare the victim is interested because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or
    - (2) The victim or the victim's property was selected to be the target of the offense because of race, color, religion, gender, handicap, sexual orientation or ethnicity.



7. Terroristic Threat [N.J.S.A. 2C:12-3(a) and 2C:12-3(b)] - A person is a victim of a terroristic threat when the actor threatens to commit one of the violent criminal offenses enumerated under the USCO Policy Provision II against the victim with the purpose to put the pupil in imminent fear of one of the violent crimes enumerated in the USCO Policy Provision II under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it will be carried out. The definition of terroristic threat applies to N.J.S.A. 2C:12-3(a) insofar as the threat was directed at a person (victim) or a group of specified individuals (victims).
8. Robbery [N.J.S.A. 2C:15-1] - A person is a victim of a robbery when the actor, in the course of committing a theft, inflicts bodily injury; or uses force upon the victim; or threatens the victim with or purposely puts the victim in fear of immediate bodily injury.
9. Kidnapping [N.J.S.A. 2C:13-1] - A person is a victim of a kidnapping when the actor unlawfully removes the victim from the school or school grounds; or the actor unlawfully confines the victim with the purpose of holding the victim for ransom or reward as a shield or hostage; or the actor unlawfully removes the victim from the school or school grounds or a substantial distance from where he or she is found in school or on school grounds; or if the actor unlawfully confines a pupil for a substantial period of time to facilitate commission of a crime or flight thereafter, or to inflict bodily injury on or terrorize the victim.
10. Arson [N.J.S.A. 2C:17-1] - A person is a victim of arson when the actor starts a fire or causes an explosion in or on the grounds of a school whereby purposely or knowingly the victim or group of specified victims are in danger of death or bodily injury; or with the purpose of destroying or damaging the victim's or group of specified victim's property that is in the school or on school grounds.

## Miscellaneous Provisions of USCO

1. Transfer Time Period – Persistently Dangerous Schools

The transfer will be temporary and will be in effect as long as the pupil's original school is identified as persistently dangerous.



## 2. Charter School Transfer Option

While NCLB permits affected pupils to be afforded the opportunity to attend a public charter school, in addition to a safe public elementary school or secondary school within the school district, the application of this provision in New Jersey is limited. Transfers to a charter school can only occur as a part of the charter school's "equal opportunity" selection process and among charter schools administered under the same managing authority (i.e., charter schools within the charter school district).

Since charter schools in New Jersey are considered public LEA's, pursuant to N.J.S.A. 18A:36A-3, operated independently of a local board of education, transfers may only take place among charter schools within the LEA. Therefore, pupils may be permitted to transfer to another charter school that is administered under the same managing authority of the charter school, but are not permitted to transfer to a school in the local public school district administered by a local board of education.

However, pursuant to N.J.S.A. 18A:36A-7, a charter school must be open to all pupils on a space available basis and may not discriminate in its admission policies or practices (although it may establish reasonable criteria to evaluate prospective pupils), and in accordance with N.J.S.A. 18A:36A-8, if there are more applications to enroll in the charter school than there are spaces available, the charter school must select pupils to attend using a random selection process for enrollment.

## 3. Funding Sources for USCO

The Unsafe School Choice Option law does not authorize resources specifically to help cover USCO costs. However, under certain circumstances Federal funds may be used. For example, funds under SDFSCA (Title IV, Part A of the NCLB) may be used to establish safe zones of passage to and from school to ensure that pupils travel safely on their way to school and on their way home [Section 4115(b)(2)(E)(v)]. In addition, SDFSCA funds may be used to help cover costs such as tuition or transportation related to the Unsafe School Choice Option or expansion of public school choice [Section 5121(8) and 5131(12 and (25))].

## 4. Special Education Pupils

The district will provide transferred special education pupils with the program required by the pupil's Individualized Education Program (IEP).



## 5. Transfer Schools

In the event there is not another school within the school district for a transferring pupil, the district is not required to transfer the pupil to a school outside the school district.

Under the federal regulations (68 FR 16789), this Policy only applies to offenses that occur in the 2003–2004 school year and thereafter. Beginning with the 2004–2005 school year, the district must provide the transfer option to victims of violent criminal offenses that occurred in the previous school year, if the determination that the pupil was a victim was made thirty days or fewer before the end of the school year.

The district will use the school choice option as one response to incidents of victimization. Additionally, the district will develop and implement appropriate strategies for addressing the circumstances that contribute to or support victimization, as well as consistently and proactively manage individuals who have victimized pupils. The district will promote the importance of school safety and respond to the needs of pupils and staff. Pursuant to the law, the district will provide an opportunity for pupils, parents and school district and law enforcement personnel to discuss methods for keeping schools safe from violence; to create school safety plans; and to recognize pupils in need of help. The district will organize activities to prevent school violence, including, but not limited to, age-appropriate opportunities for pupil discussion on conflict resolution, issues of pupil diversity and tolerance. Law enforcement personnel will be invited to join members of the teaching staff in the discussions. Programs shall also be provided for school district employees that are designated to help school district employees recognize warning signs of school violence and to instruct school district employees on recommended conduct during an incident of school violence.

N.J.S.A. 18A:17-46 requires a public hearing in the third week in October of each year for the Chief School Administrator to report to the Board all acts of violence and vandalism that occurred in the district during the previous school year. The public hearing shall be transcribed and kept on file in the Board of Education Office. The transcript shall be made available to the public upon request. The Board must also file the transcript with the NJDOE for review.

No Child Left Behind Act of 2001 §9532

Adopted: 24 January 2013



## 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 as identified by the New Jersey Department of Education (NJDOE).

Policy and Regulation 2415.20 set forth the requirements for resolving complaints presented by any individual or organization that:

1. A school, school district, other agency authorized by the school district, or by the NJDOE violated the administration of education programs required by the Elementary and Secondary Education Act as amended by NCLB; and/or
2. The NJDOE violated the administration of education programs required by the Elementary and Secondary Education Act as amended by NCLB.

A Complaint shall be a written allegation that shall identify the alleged NCLB violation, the facts supporting the alleged violation, and any supporting documentation.

A Complaint alleging a school in the district, school district, or other agency authorized by the school district, or the NJDOE violated the administration of a program must be submitted to the Principal. The Principal shall be responsible to coordinate the investigation of the Complaint. The Principal shall submit a written report regarding the outcome of the investigation to the complainant. 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. 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. If it is determined 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. If the complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary.



PROGRAM

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No Child Left Behind Complaints

A Complaint alleging the NJDOE violated the administration of a program must be submitted to the New Jersey Department of Education Chief of Staff or the United States Department of Education Secretary. The NJDOE requests the complainant first contact the New Jersey Department of Education Chief of Staff to resolve the issue. The NJDOE Office of Strategic Initiatives and Accountability will coordinate the investigation of a Complaint. When the investigation is complete, the Chief of Staff will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Chief of Staff shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint. If a complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary.

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

Adopted: 24 January 2013



## 2416 PROGRAMS FOR PREGNANT PUPILS

No pupil, married or unmarried, who is otherwise eligible for enrollment in this district will be denied an educational program because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

The Board of Education reserves the right to require as a prerequisite for participation in the regular instructional program and in the co-curricular program that a pregnant pupil present to the school Principal her physician's written statement that such participation will not be injurious to her health or jeopardize her pregnancy.

The Chief School Administrator shall develop a program of special instruction in health and nutrition and shall direct appropriate teaching staff members to counsel the pregnant pupil, to assist her in securing necessary medical services, to cooperate with community resources on her behalf, and to encourage her toward the completion of an appropriate educational program.

A pregnant pupil who does not wish to attend regular classes or is physically unable to do so during her pregnancy may, with her consent, be assigned to an alternate instructional program which may include home instruction or a program offered by another school district or institution.

The parent(s) or legal guardian(s) of a pregnant pupil under eighteen years of age shall be notified of any change in the pupil's regular educational program.

A pupil who has received an alternate instructional program for reasons associated with pregnancy shall be readmitted to the regular program upon her request and the written statement of her physician that she is physically fit for attendance.

N.J.A.C. 6A:7-1.7

Adopted: 24 January 2013



## 2417 PUPIL INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation of a coordinated system in the school building in which general education pupils are served, for the planning and delivery of intervention and referral services that are designed to assist pupils who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing pupils' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1.

The intervention and referral services shall be provided to aid pupils in the general education program and, pursuant to N.J.S.A. 18A:46-18.1 et seq. and N.J.A.C. 6A:16-8.1 et seq., may be provided for pupils who have been determined to be in need of special education programs and services. The intervention and referral services provided for pupils who have been determined to be in need of special education programs and services shall be coordinated with the pupil's Individualized Education Program team, as appropriate.

The functions of the system of intervention and referral services in the school building shall be to:

1. Identify learning, behavior, and health difficulties of pupils;
2. Collect thorough information on the identified learning, behavior, and health difficulties;
3. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior, and health difficulties;
4. Provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties;
5. Provide support, guidance, and professional development to school staff who participate in the building's system for planning and providing intervention and referral services;
6. Actively involve parent(s) or legal guardian(s) in the development and implementation of intervention and referral services action plans;





7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
9. Maintain records of all requests for assistance, intervention and referral services action plans, and related pupil information pursuant to N.J.A.C. 6A:16-8.2(a)9;
10. Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate; and
11. At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the Building Principal for improving school programs and services, as appropriate.

The Board of Education establishes the following guidelines for the involvement of school staff and community members in the building's system of intervention and referral services pursuant to N.J.A.C. 6A:16-8.3.

The I&RS Team will be composed of the Principal or a regular teaching staff member appointed by the Principal to act in his/her place; a regular teaching staff member; an educational services staff member; the staff member who referred a pupil in need of assistance or identified an issue requiring remediation; and such other staff members as may be required to assist the pupil or study the issue.

The I&RS Team will identify pupils in need and plan for appropriate intervention or referral services and/or referral to community resources, based on desired outcomes.

When a pupil is referred to the I&RS Team, the team may provide support and guidance to the pupil's classroom teachers, plan and provide for appropriate interventions, coordinate access to and delivery of school services to the pupil, and coordinate the services of community members and/or community-based social and health provider agencies that may aid in the development and implementation of intervention and referral services action plans.



Parent(s) or legal guardian(s) shall be notified whenever a pupil is referred to the I&RS Team, except as such notice may be waived by laws protecting abused children and the confidentiality of persons seeking drug or alcohol rehabilitation. Parent(s) or legal guardian(s) shall be offered an opportunity to participate in the development and implementation of intervention and referral services action plans.

The Principal shall, in consultation with the I&RS Team, report to the Board at the end of the school year on the concerns and issues identified by the team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans.

N.J.S.A. 18A:46-18.1 et seq.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2; 6A:16-8.3

Adopted: 24 January 2013



## 2421 VOCATIONAL-TECHNICAL EDUCATION

The Board of Education provides a program(s) of vocational-technical education. The purpose of the vocational-technical education program is to develop the academic, vocational, and technical skills of pupils who elect to enroll in vocational-technical education programs preparing the pupils for career preparation, gainful employment, lifelong learning, training supplemental to daily employment, and productive citizenship.

The Board provides a program of vocational-technical education with pupils guaranteed the right to apply and, if accepted, to attend a county vocational school. The receiving district, East Windsor Regional School District, will provide county vocational school representatives a reasonable opportunity, during school hours, to present information about the county vocational school program to pupils in grade eight.

Admission to the district's vocational-technical education programs will be open to regularly enrolled pupils in grades nine through twelve on the basis of their potential for achieving the occupational or other objective of such instruction.

All pupils participating in vocational-technical education programs within this district or in shared-time vocational-technical programs are considered to be regularly enrolled in the schools of the receiving district, East Windsor Regional School District, and are subject to the policies and rules of their Board. No pupil shall be denied admission or participation in any vocational-technical education programs due to race, color, creed, religion, national origin, ancestry, age, marital status, sexual orientation, gender, social or economic status, or disability.

The Superintendent shall seek and utilize all available federal, State, and private sources of revenue for the financial support of vocational-technical education programs in the district.

N.J.S.A. 18A:35-4.2; 18A:38-15; 18A:54-1.1 et seq.  
N.J.A.C. 6A:19-1.1 et seq.

Adopted: 24 January 2013



## 2422 HEALTH EDUCATION

The Board of Education will provide a comprehensive health education program aligned with the New Jersey Department of Education Core Curriculum Content Standards. This program will be a coordinated sequential curriculum at all grade levels, with instructional units appropriate to the age, growth and development, and maturity of pupils.

The Chief School Administrator will develop and recommend to the Board a program of health education designed for pupils to master the Cumulative Progress Indicators of the Department of Education's Comprehensive Health Education and Physical Education Core Curriculum Content Standards.

### Staffing

Except as provided below for human sexuality and family life education, courses in health education will be taught by teachers whose certification qualifies them to teach health education. Teachers of the human sexuality and family life, substance use and abuse, and HIV prevention programs will be offered specific in-service training.

### Excusal

Any pupil whose parent(s) or legal guardian(s) presents to the School Principal a signed statement that any part of the instruction in health, human sexuality and family life education or sex education program is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from the portion of the course in which such instruction is being given, and no penalties as to credit or graduation shall result.

### Community Involvement

The Chief School Administrator will ensure the program is aligned with the New Jersey Department of Education's Core Curriculum Content Standards. The programs of instruction for human sexuality and family life education will be developed through appropriate consultation and in participation with teachers, school administrators, parent(s) or legal guardian(s), appropriate age school pupils, physicians, members of the clergy, and representative members of the community. Such consultation shall continue, as appropriate, as the program is continually evaluated and revised.



## Human Sexuality and Family Life Education

All pupils will learn the biological, cultural, and psychological aspects of human sexuality and family life. The Board will adopt a coordinated, sequential human sexuality and family life education program aligned with the New Jersey Department of Education's Core Curriculum Content Standards. Any education that is given as part of any planned course, curriculum or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, and any materials including, but not limited, to handouts, speakers, notes or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases and of avoiding pregnancy, will stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

The Board will include in its human sexuality and family life curriculum instruction on reasons, skills and strategies for remaining or becoming abstinent from sexual activity. Any instruction concerning the use of contraceptives or prophylactics, such as condoms, will also include information on their failure rates for preventing pregnancy, HIV and other sexually transmitted diseases in actual use among adolescent populations and shall clearly explain the difference between risk reduction through the use of such devices and risk elimination through abstinence. In addition, the human sexuality and family life curriculum will stress the importance of avoiding intravenous drug use.

A copy of the complete district human sexuality and family life education curriculum and all instructional materials shall be available for public inspection in the school prior to its use in any classroom. The parent(s) or legal guardian(s) of each pupil enrolled in the program shall receive annually an outline of the curriculum and a list of instructional materials for that pupil's grade along with notice of the availability for review of the complete curriculum and all materials.

The human sexuality and family life program may be taught by district personnel certified to teach biology, comprehensive science, elementary grades, health, health and physical education, home economics, nursery school, psychology, or special education classes, and the school nurse. The program may utilize the contributions of such community resource persons as parent(s) or legal guardian(s), physicians, the clergy, attorneys, school social workers, school psychologists, and law enforcement personnel. The Board encourages the utilization of teachers in other disciplines through an interdisciplinary approach.



### Use and Abuse of Alcohol, Tobacco, and Other Drugs

All pupils will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs. The Board will adopt a coordinated, sequential human sexuality and family life education program aligned with the New Jersey Department of Education's Core Curriculum Content Standards.

N.J.S.A. 18A:35-1 et seq.; 18A:35-4 et seq.; 18A:40A-1 et seq.  
N.J.A.C. 6A:7-1.7

Adopted: 24 January 2013



## 2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for pupils of Limited English Proficiency (LEP) as required by law and rules of the State Board of Education. Pupils of LEP are those pupils whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English.

### Identification of LEP Pupils

The Board will conduct a screening process to determine the native language of each pupil at the time of enrollment in the school district. A census shall be maintained of all pupils whose native language is other than English. The English language proficiency of each pupil whose native language is not English shall be determined by a screening process that includes the administration of a New Jersey Department of Education approved English language proficiency test, an assessment of the pupil's level of reading in English, a review of the pupil's previous academic performance, results of standardized tests in English, and a review of the input of teaching staff members responsible for the educational program of the limited English proficient pupils.

### Program Implementation

The district shall provide the following programs:

1. An English language services program whenever there are one or more, but fewer than ten LEP pupils enrolled within the school. English language services shall be in addition to the regular school program;
2. An ESL program whenever there are ten or more LEP pupils enrolled within the school; and
3. A bilingual program whenever there are twenty or more LEP pupils in any one-language classification. Where the age range, grade span, and/or geographical location of eligible pupils makes a full-time bilingual program impractical, the Board may offer an instructional program alternative, provided that program has been approved or a waiver for the alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty pupils.



All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every pupil participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years.

## Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually with a New Jersey Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program. LEP pupils enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English Program when they have demonstrated readiness to function successfully in the English-only program. This process shall be initiated by the pupil's level of English proficiency as measured by a New Jersey Department of Education established standard on an English language proficiency test, and the readiness of the pupil shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the pupil's reading level in English, the judgment of the teaching staff member or members responsible for the education program of the pupil, and performance on achievement tests in English.

In accordance with provisions of N.J.S.A. 18A:35-22.1, a parent(s) or legal guardian(s) may remove a pupil who is enrolled in a bilingual education program at any time; except that during the first three years of a pupil's participation in a bilingual education program, parent(s) or legal guardian(s) may only remove the pupil at the end of each school year. If during the first three years of a pupil's participation in a bilingual education program, a parent(s) or legal guardian(s) wishes to remove the pupil prior to the end of each school year, the removal must be approved by the Executive County Superintendent of Schools. The parent(s) or legal guardian(s) may appeal the Executive County Superintendent's decision to the Commissioner of Education.

Newly exited pupils who are not progressing in the mainstream English program may be considered for re-entry to bilingual and ESL programs in accordance with the provisions of N.J.A.C. 6A:15-1.10(e)1 through (e)5.

When the exit review process is completed, the pupil's parent(s) or legal guardian(s) shall be informed by mail of the placement determination. A parent(s) or legal guardian(s), or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the ESL Teacher, who will provide a written explanation for the decision within five working days. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. A complainant not satisfied with the Board's explanation may appeal to the Commissioner of Education.





## Parental Involvement

The parent(s) or legal guardian(s) of a pupil of limited English proficiency will be notified in accordance with the provisions of N.J.A.C. 6A:15-1.13 that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services program. Notice shall be in writing, in the language of which the child of the parents so notified possesses a primary speaking ability, and in English. The notice must also include the information that the parents have the option of declining enrollment if they so chose.

The district will notify the parent(s) or legal guardian(s) of the LEP pupil by mail no later than thirty days after the beginning of the school year that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. If the pupil has not been identified as LEP prior to the beginning of the school year, then the parent(s) or legal guardian(s) must be notified within two weeks of the pupil's placement in a bilingual, ESL, or English language services program.

Parent(s) or legal guardian(s) shall receive progress reports in the same manner and frequency as those sent to parents or legal guardians of other pupils.

Parent(s) or legal guardian(s) of pupils of limited English proficiency will be offered opportunities for involvement in the development and review of program objectives. An advisory committee on bilingual education shall be formed with the majority being parent(s) or legal guardian(s) of pupils of limited English proficiency.

## Program Plan

The Chief School Administrator shall prepare and submit a plan for a bilingual, ESL, or English language services program every three years to the Board and the New Jersey Department of Education for approval in accordance with the provisions of N.J.A.C. 6A:15-1.6.

N.J.S.A. 18A:35-15 through 18A:35-25  
N.J.A.C. 6A:15-1.1 et seq.

Adopted: 24 January 2013



### 2425 PHYSICAL EDUCATION

The Board of Education recognizes the value of physical activity in the development and maintenance of sound physical and mental health. Accordingly, the Board directs the establishment, in accordance with law, and the New Jersey Core Curriculum Content Standards of a program of physical education and the enrollment therein of every pupil in attendance in the school, insofar as each is physically capable of participation. Each course will provide pupils with a regimen of physical exercise and activity, assist pupils in the development of physical skills and achievements, encourage pupils in a spirit of sharing and cooperation, and instill in pupils a life-long appreciation for physical activity. The successive courses of physical education will be so designed as to provide pupils with exposure to a variety of athletic and physical activities.

N.J.S.A. 18A:35-5

Adopted: 24 January 2013



## 2428.1 STANDARDS-BASED INSTRUCTIONAL PRIORITIES

### Standards-Based Instruction

The school district shall implement a coherent curriculum for all pupils, including English language learners (ELLs), gifted and talented pupils, and pupils with disabilities, that is content-rich and aligned to the Core Curriculum Content Standards (CCCS). The curriculum shall guide instruction to ensure every pupil masters the CCCS.

Instruction shall be designed to engage all pupils and modified based on pupil performance. The curriculum shall include: interdisciplinary connections throughout; integration of 21<sup>st</sup> century skills; a pacing guide; a list of instructional materials including various levels of text at each grade; benchmark assessments; and modifications for special education pupils, English language learners in accordance with N.J.A.C. 6A:15, and gifted pupils.

The school district shall collect and analyze pupil achievement data by subgroups (such as economically disadvantaged, race and ethnicity, pupils with disabilities, English language learners) and make educational decisions based on such data.

The school district shall:

1. Transmit required pupil, faculty, school, and school district data to New Jersey Standards Measurement and Resources for Teaching (NJ SMART), the New Jersey Department of Education's data warehouse, on a schedule and in a form specified by the Department of Education;
2. Use NJ SMART and its data query resources to track pupil progress year-to-year and school-to-school and to identify continuously enrolled pupils by school and school district;
3. Ensure teachers, school administrators, and central office supervisors receive training in NJ SMART and its data query resources;
4. Analyze assessments of pupil progress in relation to curricular benchmarks and the results of State and non-State year-end tests reported by subgroups (such as economically disadvantaged, race and ethnicity, pupils with disabilities, and English language learners).



The school district central office staff shall prepare data on comparative performance for the school and make them available to the school. This analysis shall include the following comparisons using State assessment data:

1. Each grade level across the school;
2. The school;
3. Comparable districts by district factor groups; and
4. Data with State averages.

The school district shall ensure a free appropriate public education is available to all pupils with disabilities according to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 et seq., and N.J.A.C. 6A:14.

The school district shall provide English language learners with instructional services pursuant to N.J.A.C. 6A:15 and provide gifted and talented pupils with appropriate instructional services pursuant to N.J.A.C. 6A:8-3.1.

The school district shall provide library-media services that are connected to classroom studies in the school building, including access to computers, district-approved instructional software, appropriate books including novels, anthologies and other reference materials, and supplemental materials that motivate pupils to read in and out of school and to conduct research. The school district will provide these library-media services under the direction of a certified school library media specialist.

N.J.A.C. 6A:13-2.1; 6A:13-2.2

Adopted: 24 January 2013



## 2432 SCHOOL SPONSORED PUBLICATIONS

The Board of Education permits and encourages the preparation and distribution of school sponsored publications under staff direction in order that pupils learn the rights and responsibilities of the press in a free society.

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 non-school 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.

Issues on which opposing points of view have been responsibly promoted may be introduced in a school sponsored publication provided that all proponents are given an equal opportunity to present their views.



# POLICY

## ROOSEVELT BOARD OF EDUCATION

PROGRAM  
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School Sponsored Publications

In order to ascertain that school sponsored publications do not violate the standards established by this policy, the Board requires that each publication be submitted to the Principal for review in advance of its distribution. A publication that contains material in violation of this policy may not be distributed.

Where the Principal cannot show, within two school days, that the publication violates the prohibitions of this policy, the publication must be released for distribution. The Principal's determination, if any, that the publication violates this policy must be supported by references to specific material in the publication. Material cannot be censored merely because it is personally offensive to the reviewer or may tend to embarrass the Board. Pupils must be offered the opportunity to modify or delete any material that violates this policy.

The Board requires that the distribution of school publications take place only at the places and during the times established by regulation in order that the instructional program is not disrupted.

N.J.S.A. 2C:34-3  
N.J.S.A. 18A:42-4

Adopted: 24 January 2013



## 2440 SUMMER SESSION

The Board of Education may conduct a summer session. A summer session must be approved by the Board of Education and the Executive County Superintendent of Schools and may include:

1. Remedial courses for pupils who wish to retake a course or subject previously taken and for which credits or placement may be awarded upon successful completion;
2. Advanced courses for pupils who wish to take a course or subject not previously taken in an approved school district program and for which additional credits or advanced placement may be awarded upon successful completion of the course; and
3. Enrichment courses for pupils who wish to take a course or subject of a vocational interest and for which no credits are to be awarded.

The Chief School Administrator will develop a summer session program and submit the proposed program to the Board for approval. The proposed program shall include the details of the summer session including, but not limited to, a list of the courses or programs offered, the hours of operation, the school(s) where the summer session(s) will be operating, any tuition fees to be charged in accordance with the provisions of N.J.A.C. 6A:32-10.3, and projected cost of operation.

A pupil will be enrolled in a remedial course only on the written recommendation of the Principal of the school the pupil regularly attends. The recommendation shall state the name of the subject(s) which the pupil may take and the purpose for which each subject is taken. A pupil previously retained at grade level may be promoted on successful completion of a required remedial course, but no pupil shall be required to attend the summer session.

In accordance with the provisions of N.J.A.C. 6A:32-10.3, tuition may be charged to nonresident pupils enrolled in a summer session course and to resident pupils enrolled in enrichment courses which carry no credit and are determined by the Executive County Superintendent to have no direct relationship to the curriculum. Tuition may be charged to pupils domiciled within the district for enrollment in remedial or advanced courses in accordance with the provisions of N.J.S.A. 18A:11-15.



The Chief School Administrator shall develop regulations for the summer session that include provisions for appropriate planning, proper staffing, pupil assignments, pupil evaluation, pupil records, award of credit, grade placement, and the utilization of facilities. Such regulations for the operation of the summer session shall be consistent with rules of the State Board of Education and Board policies. The operation of the summer session shall not conflict in any way with the administration of the regular school sessions of this district.

N.J.S.A. 18A:11-15; 18A:54B-1 et seq.

N.J.A.C. 6A:32-10.1; 6A:32-10.2; 6A:32-10.3; 6A:32-10.4; 6A:32-10.5

Adopted: 24 January 2013





## 2460 SPECIAL EDUCATION

The Roosevelt Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All pupils with disabilities, who are in need of special education and related services, including pupils with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless pupils are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Pupils with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, pupils with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Pupils with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All pupils with disabilities will participate in State-wide assessments or the applicable Alternative Proficiency Assessment in grades three, four, five, six, seven, eight, and eleven in accordance with their assigned grade level.
7. Pupils with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate.
8. A free appropriate public education is available to all pupils with disabilities between the ages of three and twenty-one, including pupils with disabilities who have been suspended or expelled from school:



- a. The obligation to make a free, appropriate public education available to each eligible pupil begins no later than the pupil's third birthday and that an individualized education program (IEP) is in effect for the pupil by that date;
  - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
  - c. A free appropriate public education is available to any pupil with a disability who is eligible for special education and related services, even though the pupil is advancing from grade to grade;
  - d. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are based on the pupil's unique needs and not on the pupil's disability; and
  - e. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the pupil's home as possible and, when the IEP does not describe specific restrictions, the pupil is educated in the school he or she would attend if not a pupil with a disability.
9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
  10. Full educational opportunity to all pupils with disabilities is provided.
  11. The compilation, maintenance, access to, and confidentiality of pupil records are in accordance with N.J.A.C. 6A:32-7.
  12. Provision is made for the participation of pupils with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
  13. Pupils with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.



14. All personnel serving pupils with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.
15. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:
  - a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
  - b. 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. 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;
  - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
  - e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.
16. Instructional material will be provided to blind or print-disabled pupils in a timely manner.
17. For pupils with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent(s) to apply for such services.



18. The school district will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.
19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each pupil's IEP.

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.  
20 USC §1400 et seq.  
34 C.F.R. §300 et seq.

Adopted: 24 January 2013



## 2464 GIFTED AND TALENTED PUPILS

The Board of Education recognizes its responsibility to identify gifted and talented pupils within the school district and to provide these pupils appropriate instructional adaptations and services. To that end, the Board directs each such pupil in the school district be identified and offered an appropriate educational program and services.

For purposes of this policy, gifted and talented pupils will be defined as those exceptionally able pupils who possess or demonstrate high levels of abilities, in one or more content areas, when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Board will develop appropriate curricular and instructional modifications to be used for gifted and talented pupils indicating content, process, products and learning environments.

The Chief School Administrator will develop procedures, using multiple measures, for an ongoing identification process and appropriate educational challenges for gifted and talented pupils initiated in Kindergarten and reviewed annually through grade six. The identification methodology will be developmentally appropriate, non-discriminatory and related to the programs and services offered by the district. These procedures will be reviewed annually.

The educational program offered to gifted and talented pupils will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to a gifted and talented pupil may be infused into the pupil's regular instructional program, provided that a written description of the infusion has been prepared and filed in the pupil's record.

Programs for the gifted and talented will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent(s) or legal guardian(s) of any pupil identified as gifted or talented shall be consulted regarding any program designed to address the pupil's particular needs.

N.J.S.A. 18A:61A-2; 18A:35-4.16  
N.J.A.C. 6:37-1.1; 6A:8-1.3; 6A:8-3.1(a)5.  
P.L. 108-382, Sec. 10201 et seq.

Adopted: 24 January 2013



## 2466 NEEDLESS PUBLIC LABELING OF PUPILS WITH DISABILITIES

The Board of Education guarantees the privacy provided by law that no pupil with a disability be labeled publicly. Therefore, any reference to a pupil with a disability brought to the attention of the Board and/or any other potential public reference to a pupil with a disability will be through the use of a district-developed method of coding that would ensure a pupil's name or other labeling would not identify the pupil as a pupil with a disability. Examples where public labeling of pupils with disabilities shall be avoided include, but are not limited to, Board meeting agenda information, public address announcements, building/classroom signs, public school documents, and/or any other school publication identifying a pupil with a disability or class/program of pupils with disabilities.

Special education classes shall be referred to publicly by the name of the teacher. This applies to schedules, class lists, transportation lists, public address announcements, and any other form of communication that has any potential for any exposure other than for the use by appropriately authorized school staff.

Exceptions to the prohibition of public labeling of pupils with disabilities may be made upon consent of the pupil's parent(s) or legal guardian(s).

All pupil records shall be maintained strictly in accordance with N.J.A.C. 6A:32-7.1 et seq.

Adopted: 24 January 2013



## 2467 SURROGATE PARENTS AND FOSTER PARENTS

Federal and State laws require the Board ensure the rights of a pupil are protected through the provision of an individual to act as surrogate for the parent(s) and assume all parental rights under N.J.A.C. 6A:14-2.2 when:

1. The parent (as defined according to N.J.A.C. 6A:14-1.3) cannot be identified or located after reasonable efforts;
2. An agency of the State of New Jersey has guardianship of the pupil and that agency has not taken steps to appoint a surrogate parent for the pupil;
3. The pupil is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the pupil;
4. No parent can be identified for the pupil in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the pupil's parent, and no State agency has taken steps to appoint a surrogate parent for the pupil; and
5. The pupil is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the pupil.

### Qualifications and Selection

The district will make reasonable efforts to appoint a surrogate parent within thirty days of its determination that a surrogate parent is required for a pupil. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such a pupil.

The person serving as a surrogate parent:

1. Shall have no interest that conflicts with those of the pupil he/she represents;
2. Shall possess the knowledge and skills that ensure adequate representation of the pupil;
3. Shall not be replaced without cause;



4. Shall be at least eighteen years of age;
5. Shall have a criminal history review in accordance with N.J.S.A. 18A:6-7.1 completed prior to his or her serving as the surrogate parent, if the school district compensates the surrogate parent for such services; and
6. Shall not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

The Director of Special Services will determine whether there is a need for a surrogate parent for a pupil, contact any State agency that is involved with the pupil to determine whether the State has a surrogate parent appointed for the pupil, and will make reasonable efforts to appoint a surrogate parent for the pupil within thirty days of determining that there is a need for a surrogate parent for the pupil.

When a pupil (who is or may be a pupil with a disability) is in the care of a foster parent residing in this district, and the foster parent is not the parent of the pupil as defined in N.J.A.C. 6A:14-1.3, the Director of Special Services shall contact the pupil's case manager at the Division of Youth and Family Services (DYFS) in the Department of Human Services to determine whether the parent(s) retains the right to make educational decisions and to determine the whereabouts of the parent(s).

If the parent(s) retains the right to make educational decisions and the parent's whereabouts are known to the school district, the Director of Special Services shall obtain all required consent from and provide written notices to the parent(s).

If the district cannot ascertain the whereabouts of the parent(s), the Director of Special Services shall consult with the pupil's case manager at DYFS to assist in identifying an individual, including the foster parent, who may serve as a surrogate. If there is no foster parent, or if the foster parent is unwilling to serve as the pupil's parent pursuant to N.J.A.C. 6A:14-1.3, the Director of Special Services shall consult with the pupil's case manager at DYFS to assist in identifying an individual to serve as a surrogate parent and the Director of Special Services shall appoint a surrogate parent and obtain all required consent from and provide written notices to the surrogate parent.





## Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the pupil. The Director of Special Services shall coordinate the training for surrogate parents. The training will include, but not be limited to:

1. Providing the surrogate parent a copy of:
  - a. Parental Rights in Special Education booklet;
  - b. N.J.A.C. 6A:14;
  - c. The Special Education Process;
  - d. Code Training Materials from the Department of Education website; and
  - e. Other relevant materials.
2. Providing the surrogate parent an opportunity to meet with the Director of Special Services to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Director of Special Services shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
3. Providing the surrogate parent adequate time to become familiar with the pupil and the nature of the pupil's disability through a review of the pupil's record;
4. Providing the surrogate parent an opportunity to confer with the pupil's case manager to discuss the pupil; and
5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the pupil.

## Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

N.J.A.C. 6A:14-2.2

Adopted: 24 January 2013



## 2468 INDEPENDENT EDUCATIONAL EVALUATIONS

Special education law permits a parent to request an independent educational evaluation (IEE) for their child if there is disagreement with any evaluation provided by the Board of Education. An “independent educational evaluation” is an evaluation conducted by a qualified examiner who is not an employee of the public school district responsible for the education of the child in question. Such IEEs shall be provided at no cost to the parent unless the school district initiates a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. If it is determined the school district’s evaluation is appropriate, the parent still has the right to an IEE, but not at the school district’s expense.

Upon receipt of a parental request for an IEE, the school district shall provide the parent with information about where an IEE may be obtained and the criteria for IEEs according to N.J.A.C. 6A:14-2.5(c)3 and (c)4 and the additional criteria outlined below in this Policy:

1. Any IEE paid for with public funds shall:
  - a. Be conducted according to the provisions of N.J.A.C. 6A:14-3.4; and
  - b. Be obtained from another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required.
2. An independent medical evaluation may be obtained according to N.J.A.C. 6A:14-5.1(e).

Additional criteria for an IEE shall be as follows:

1. The Board will not pay for an IEE unless it complies with the following criteria unless the parent can show that unique circumstances warrant deviation from same:
  - a. The independent evaluator must be appropriately certified and/or licensed in the State of New Jersey. In instances where no applicable certification/license exists, the evaluator must provide the Board with documentation of extensive and recent training and experience related to the assessment of the known or suspected disability;



- b. The independent evaluator may only charge fees for educational evaluation services that, in the judgment of the Board, are reasonable in accordance with 2. below;
  - c. The independent evaluator must be free from any conflict of interest;
  - d. The independent evaluator and members of the Child Study Team must be permitted to directly communicate and share information with each other. The independent evaluator must also agree to release the assessment information, results, and report(s) to the school district prior to receipt of payment for services;
  - e. For any independent evaluation, whether paid for with public or private funds, the school district shall permit the evaluator to observe the pupil in the classroom or other educational setting, as applicable; and
  - f. The independent evaluator shall make at least one contact with the pupil's case manager for the purpose of determining how the pupil is progressing in his/her current programming.
2. The maximum allowable cost for an independent evaluation will be limited to the reasonable and customary rate, as determined and approved by the Board annually. This rate shall be in the range of what it would cost the Board to provide the same type of assessment through either another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required. This Board-approved rate shall be provided to the parent upon their request for an IEE. The Board shall not be responsible for any costs beyond the IEE, such as transportation, lodging, food, etc.
- a. The parent may provide documentation to the Board demonstrating unique circumstances to justify an IEE that exceeds the maximum allowable cost established by the Board. If, in the Board's judgment, there is no justification for the excess cost, the Board may agree to fund the IEE up to the school district's maximum allowable cost with the parent responsible for any remaining costs. In the alternative, the Board may request a due process hearing to enforce its established maximum allowable cost.



Upon receipt of a parental request for an IEE, the school district shall take steps to ensure the IEE is provided without undue delay or not later than twenty calendar days after receipt of the parental request, the school district shall request a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate.

If a parent requests an IEE, the school district may ask the parent to explain why he or she objects to the school district's evaluation. However, the school district shall not require such an explanation and shall not delay either providing the IEE or initiating a due process hearing to defend the school district's evaluation.

Any IEE submitted to the district, including an IEE obtained by the parent at private expense, shall be considered in making decisions regarding special education and related services.

If an Administrative Law Judge orders that an IEE be conducted, the IEE shall be obtained by the district in accordance with the decision or Order of the Administrative Law Judge, and the Board of Education shall pay the cost of the IEE in accordance with the provisions of this Policy.

A parent is entitled to only one IEE paid for by the Board each time the school district conducts an evaluation with which the parent disagrees.

N.J.A.C. 6A:14-2.5; 6A:14-2.7  
CFR Section 300.502

Adopted: 24 January 2013



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

The district will provide instructional services to enrolled general education pupils at the pupil's home or other suitable out-of-school setting under the following conditions:

- A. 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 (firearm offenses) and 6A:16-5.6 (assault with weapons offenses), but placement is not immediately available;
- B. 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
- C. A court order requires the pupil receive instructional services in the home or other out-of-school setting.

The district in which the pupil resides is 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. The district shall provide services no later than five school days after the pupil has left the general education program.

The services to be provided shall meet the minimum standards as required in N.J.A.C. 6A:16-10.2(d). The district will develop an Individualized Program Plan (IPP) for the delivery of instructional services and pupil progress in accordance with requirements of N.J.A.C. 6A:16-10.2(d)1. 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. The IPP shall incorporate any prior findings and actions recommended through the school building's system of Intervention and Referral Services pursuant to N.J.A.C. 6A:16-8 and recommend placement in an appropriate educational program. The school district shall review the pupil's progress, consult with the pupil's parent(s) or legal guardian(s), and revise the IPP no less than every sixty calendar days.



The teacher(s) providing the instruction will be appropriately certified for the subject and grade level of the pupil. One-on-one instruction will be provided 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. 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.

Pupils will receive instruction that meets the Core Curriculum Content Standards in accordance with N.J.A.C. 6A:8 and that meets the school district's requirements for promotion and graduation.

If instruction is delivered in the pupil's home, a parent or other adult 21 years of age or older who has been designated by the parent shall be present during all periods of home instruction. Refusal or failure by a parent(s) or legal guardian(s) to participate in the development and revision of the pupil's IPP or to be present in the home as required 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.

The Principal shall maintain a summary record, pursuant to N.J.A.C. 6A:16-10.2(g)1, 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. The Chief School Administrator shall provide the summary report annually to the County Superintendent pursuant to N.J.A.C. 6A:10.2(g).

N.J.S.A. 18A:38-1 through 18A:38-25

N.J.A.C. 6A:16-10.2

Adopted: 24 January 2013



## 2510 ADOPTION OF TEXTBOOKS

The Board of Education shall approve all textbooks used in the educational program of this district. "Textbook" means the principal source of instructional material for any given course of study, in whatever form the material may be presented, which is available or distributed to every pupil enrolled in the course of study.

The Board shall consider for approval only those textbooks that have been selected and recommended by the Chief School Administrator.

In considering the approval of any proposed textbooks, the Board will weigh its value as a learning tool; its suitability for the maturity level and educational accomplishment of the pupils who will be using the book; its freedom from bias; its relationship to a course of study adopted by the Board; its relationship to a continuous multigrade program; its impact on community standards of taste; the manner by which it was selected; and its cost, appearance, and durability.

The Chief School Administrator shall develop regulations for the selection of textbooks that include effective consultation with professional staff members at all appropriate levels.

Textbooks currently in use shall be periodically evaluated for their continuing usefulness and relevance and shall be replaced or updated with new editions as often as necessary to meet the needs of pupils and the curriculum.

A list of all approved textbooks shall be maintained and revised annually by the Chief School Administrator and made available for the use of the professional staff and for the information of members of the Board and the public.

N.J.S.A. 18A:34-1; 18A:34-2

Adopted: 24 January 2013



### 2520 INSTRUCTIONAL SUPPLIES

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

To be in compliance with the requirements of Federal law, the Board of Education directs the Chief School Administrator to distribute curriculum materials and instructional supplies to the school in such a way that equivalence of such materials is ensured. Staff assignments shall comply with this directive.

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

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

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

N.J.S.A. 18A:34-1

Adopted: 24 January 2013





## 2530 RESOURCE MATERIALS

The Board of Education shall provide resource materials to implement district and school educational goals and objectives as pupil needs dictate and district resources permit. Such materials include reference books, other supplementary titles, maps, library print and non-print materials, and other sources of information for use by pupils that are not designated as textbooks.

The Chief School Administrator shall be responsible for the selection and maintenance of all resource materials, in accordance with the following standards:

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.

The Chief School Administrator will develop regulations for the selection of resource materials that provide for the effective consultation of teaching staff members at all appropriate levels; ensure that the Board's budgetary allotment for resource materials is efficiently spent and wisely distributed throughout the instructional program and the district; and ensure an inventory of resource materials that is well balanced and well rounded in coverage of subject, types of materials, and variety of content.

The Chief School Administrator will evaluate the continuing effectiveness and utility of resource materials and recommend to the Board the removal of those materials that no longer meet the standards set forth in this policy. Any request for the removal of resource materials will be governed by Policy No. 9130 on public complaints.

Adopted: 24 January 2013



## 2531 USE OF COPYRIGHTED MATERIALS

The Board of Education encourages teaching staff members to make judicious use of appropriate printed materials, sound recording, televised programs, and computer software in the curriculum but recognizes that federal law, applicable to public school districts, protects the originators of those materials from the unauthorized use of their copyrighted works. The Board expressly forbids the use of school equipment for the illegal reproduction of copyrighted materials.

In order to define the fair and reasonable use that teaching staff members may make of copyrighted works for educational purposes without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board directs the Chief School Administrator to promulgate regulations regarding the copying and distribution of copyrighted materials for instructional purposes.

Computer software may be reproduced only for archival purposes or when copying is an essential step in the utilization of the program. Computer software should be purchased in sufficient quantity to permit its classroom use without simultaneous loading. Where appropriate, the Chief School Administrator shall seek a licensing agreement with the software publisher that permits the reproduction of software, the simultaneous use of software, and the purchase of multiple copies of software at discount prices.

Pupils and staff members shall be instructed that copyright infringement is a form of theft. A pupil or staff member who reproduces or uses copyrighted material in violation of this policy will be subject to discipline.

17 U.S.C. 101 et seq.

Adopted: 24 January 2013



### 2551 MUSICAL INSTRUMENTS

The Board of Education will purchase and maintain a supply of musical instruments for pupils enrolled in the instrumental music program.

In general, pupils are encouraged to purchase their own musical instruments. District-owned instruments will be available to those pupils for whom the purchase of a musical instrument would impose a difficult financial burden.

District-owned instruments will be available to pupils, in the order in which requests are made, until the supply is exhausted. If necessary, instruments will be redistributed to satisfy the demand.

Instruments will be loaned only to those pupils whose parent(s) or legal guardian(s) has agreed in writing to assure the safe return of the instrument and to bear the cost of necessary repairs.

No fee will be charged for the loan of district-owned musical instruments.

Adopted: 24 January 2013



## 2560 LIVE ANIMALS IN SCHOOL

The Board of Education recognizes the appropriate use of live animals as instructional resources can enrich the educational program. The observation and nurture of live animals can help children learn specific biological and behavioral principles and gain respect for all living things.

A staff member who uses live animals shall observe proper precautions for the safety of pupils and the animals. 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.

Any animal used in school must have been lawfully acquired in accordance with applicable State law and local ordinance. An animal susceptible to rabies must have been vaccinated against rabies and proof of such vaccination must be included with the request to bring a live animal into the school submitted to the Principal or designee before a live animal is brought onto school grounds or into a school building. No animal shall be permitted in any area of the school where a pupil who is allergic to the animal might be exposed to the animal.

A teacher or other qualified adult must assume primary responsibility for the animal, its nourishment, and its sanitary living conditions. The staff member in charge must make proper arrangements for the animal's care and feeding over weekends, holidays, and school vacation periods.

No experiment that deprives a living animal of nourishment or exposes the animal to harm shall be conducted.

A pupil in Kindergarten through grade six may refuse to dissect, vivisection, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. In the event the school program will require any such activities, the school will notify the pupil and parent(s) or legal guardian(s) at the beginning of each school year of the right to decline participation in such activities. Within two weeks of the receipt of the notice from the school, the parent(s) or legal guardian(s) shall notify the school if the right to decline participation in such activities will be exercised. Any pupil who chooses to refrain from participation in or observation of such activities shall be offered an alternative education project for the purpose of providing the pupil with the factual knowledge, information, or experience required by the course of study. A pupil may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal or animal part(s). A pupil shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

N.J.S.A. 18A:35-4.25

Adopted: 24 January 2013



## 2610 EDUCATIONAL PROGRAM EVALUATION

The Board of Education directs the Chief School Administrator to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by this Board. To this end, the Chief School Administrator shall employ such tests and methods as may be indicated by sound professional judgment. Wherever possible, the assessment program shall follow evaluation procedures set forth in the course guides.

The Chief School Administrator shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board during the school year. Findings of the assessment program may be used to evaluate the progress of pupils and the effectiveness of staff members. The Board will annually make available to the public the collective progress of pupils toward the goals of the district.

The Board will annually, prior to the end of the school year and in conjunction with appropriate members of the administrative staff, conduct a review of the educational progress of the district, assess district and pupil needs, and establish long range and short range objectives for the educational program. The Board's annual report will be submitted to the Commissioner of Education as required.

The Chief School Administrator shall annually recommend improvements in the educational program based on the Board's evaluation of the district's program. The Board reserves the right to employ experts from outside the school district to serve in the evaluation process.

N.J.S.A. 18A:7A-11

N.J.A.C. 6:8-3.2; 6A:8-4.1 et seq.

Adopted: 24 January 2013



## 2622 PUPIL ASSESSMENT

The New Jersey Statewide assessment program has been designed to measure the extent to which all pupils at the elementary, middle, and secondary levels have attained New Jersey's Core Curriculum Content Standards. The Board of Education will comply with implementing the schedule of the New Jersey State Board of Education Statewide assessment program.

### Assessments

The Chief School Administrator shall develop and present to the Board annually for its approval an assessment program that complies with rules of the State Board of Education.

### Records

The Board shall maintain an accurate record of each pupil's performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2. Notwithstanding Policy 8330, information regarding individual pupil test scores shall be released only to the pupil, his/her parent(s) or legal guardian(s), or individuals eligible by court order and school personnel and school officials deemed authorized by Federal and State law.

### Dissemination of Information

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the school district is required to report annually to the State Board of Education and the public on the progress of all pupils and pupil subgroups in meeting the Core Curriculum Content Standards as measured by the Statewide assessment system by publishing and distributing the Department of Education's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 6 and the New Jersey Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

### Parental Notification

Parent(s) or legal guardian(s) shall be informed of the district assessment program and of any special tests that are to be administered to their children.



## PROGRAM EXCEPTIONS

### Pupils With Disabilities

Pupils with disabilities shall participate in all State assessment systems in accordance with provisions as outlined in N.J.A.C. 6A:14-4.10. Accommodations and modifications approved by the New Jersey Department of Education for the administration of the Statewide assessment shall be provided when determined necessary by the Individual Education Plan (IEP) team to pupils with disabilities who participate in general Statewide assessments. Pupils with disabilities shall participate in the Alternative Proficiency Assessment (APA) as provided for in N.J.A.C. 6A:14-4.10(a)2.

### English Language Learner (ELL)

An English language learner is a person who is in the process of acquiring English and has a first language other than English. ELLs are the same pupils who are sometimes referred to as limited English proficient (LEP). All ELLs shall participate in all Statewide assessments and may be provided appropriate accommodations or modifications as approved by the New Jersey Department of Education.

N.J.S.A. 18A:7C-6.2

N.J.A.C. 6A:7-1.7; 6A:8-4.1; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7;  
6A:14-4.10; 6A:14-4.12; 6A:15-1.11

Adopted: 24 January 2013



### 2624 GRADING SYSTEM

The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual pupils is important to the continuing process of learning. The Board, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

Pupils shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward pupils for positive efforts and minimize failure, and pupils should be encouraged to evaluate their own achievements.

The Chief School Administrator shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and pupils, a grading program appropriate to the course of study and maturity of pupils. The final decision on any contested grade will be the responsibility of the Principal. A pupil classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.

Adopted: 24 January 2013





2631 NEW JERSEY QUALITY SINGLE ACCOUNTABILITY CONTINUUM  
(QSAC)

The Board of Education and Chief School Administrator will work with the New Jersey Department of Education to comply with the requirements of the New Jersey Quality Single Accountability Continuum (QSAC) system in accordance with the provisions of N.J.A.C. 6A:30-1.1 et seq. QSAC is the New Jersey Department of Education monitoring and evaluating system for public school districts. Public school districts in New Jersey are evaluated in five key component areas of school effectiveness – instruction and program, personnel, fiscal management, operations, and governance – to determine the extent to which the school district is providing a thorough and efficient education.

Weighted quality performance indicators established by the Department of Education shall be used by the Commissioner of Education to assess school district performance and capacity during the comprehensive reviews pursuant to N.J.A.C. 6A:30-3.1 through 3.4, the in-depth evaluation pursuant to N.J.A.C. 6A:30-5.3, and monitoring of an approved QSAC district improvement plan pursuant to N.J.A.C. 6A:30-5.6. The weighted quality performance indicators shall also be used by the Commissioner in determining whether to initiate intervention activities pursuant to N.J.A.C. 6A:30-6.2, withdrawal from intervention pursuant to N.J.A.C. 6A:30-7.1, and initial placement of Level II, Level III, and State-Operated School Districts on the performance continuum pursuant to N.J.A.C. 6A:30-8.3.

The Commissioner shall conduct a comprehensive review of each public school district every three years. In the intervening years, the Commissioner shall assess the school district's performance to determine whether conditions exist in the school district that significantly and negatively impact the educational program or operations of the school district.

The Chief School Administrator shall be responsible for completing the District Performance Review in accordance with the requirements as outlined in N.J.A.C. 6A:30-3.2. The District Performance Review and a Statement of Assurance prepared in accordance with N.J.A.C. 6A:30-3.2(e) shall be approved by the Board of Education by resolution and submitted to the Executive County Superintendent of Schools in accordance with the provisions of N.J.A.C. 6A:30-3.2(f) and (g). The district's District Performance Review and the Statement of Assurance will be reviewed and evaluated in accordance with the requirements of N.J.A.C. 6A:30-3.3. The Commissioner shall issue a final determination of the school district's performance and initial placement on the performance continuum in accordance with N.J.A.C. 6A:30-4.1.



The district will be required to commence improvement activities as set forth in N.J.A.C. 6A:30-5.3 through 5.7 in the event it satisfies less than eighty percent of the weighted quality performance indicators in one or more key components of school district effectiveness. Where appropriate, pursuant to the factors as outlined in N.J.A.C. 6A:30-6.2, the Commissioner may seek forms of partial or full intervention in a school district as outlined in N.J.A.C. 6A:30-6.1 et seq. Withdrawal from partial or full State intervention shall be in accordance with the provisions of N.J.A.C. 6A:30-7 et seq.

No provision of N.J.A.C. 6A:30 – Evaluation of the Performance of School Districts, shall limit the ability of the Department to monitor public school districts’ practices by, among other things, conducting on-site visits to observe instructional practices and school facilities or take other such action as in the judgment of the Commissioner or his/her designee that may be warranted to ensure the satisfaction of any statutory or constitutional obligation.

N.J.S.A. 18A:7A-3 et seq.

N.J.A.C. 6A:30-1.1 et seq.

Adopted: 24 January 2013



## 2700 SERVICES TO NONPUBLIC SCHOOL PUPILS

The Board of Education shall provide, in accordance with law and to the limit of State aid available for such purposes, services to pupils enrolled in nonpublic schools located within this school district in which a child may legally fulfill compulsory school attendance requirements and which complies with Title VI of the Civil Rights Act of 1964.

Textbooks N.J.S.A. 18A:58-37.1 et seq.  
N.J.A.C. 6A:23-6.1 et seq.

The Board shall, on individual request, purchase and loan, without charge, textbooks to pupils attending a nonpublic school located in this district, provided the pupil is a New Jersey resident and the pupil's tuition is not paid by a district Board of Education. Such loan of textbooks will be indicated in each book by a label. Any textbook so loaned will remain the property of this Board. Textbooks loaned to nonpublic school pupils shall be returned at the end of the school year or the district may enter into agreements with the nonpublic schools to store the textbooks without cost to this Board.

A request for the loan of textbooks shall be signed by the parent(s) or legal guardian(s) of nonpublic school pupils and submitted in writing directly to this Board or may be forwarded collectively by the nonpublic school. Requests must be received by the Board by March 1 of the preceding school year.

Textbooks shall be purchased in the same manner as are textbooks purchased for use in this district. Nonpublic school pupils shall be subject to the rules and sanctions for the care of textbooks set forth in Policy No. 5513, Care of School Property, in the same manner as are pupils of this district.

Remedial Services N.J.S.A. 18A:46-19.1 et seq.  
N.J.A.C. 6A:14-1.1 et seq.

The Board shall provide services for the identification, referral, evaluation, and determination of eligibility for special education and/or related services, the development of individualized education programs, and speech correction for articulation disorders.

The eligibility of pupils in nonpublic schools for such services shall be determined by the criteria established by rules of the State Board and used to determine the eligibility of pupils enrolled in this district for the same services. Services shall be provided only upon the written consent of the parent(s) or legal guardian(s) of the pupil and shall include procedural safeguards provided to pupils of this district under N.J.A.C. 6A:14.2 et seq. and Policy No. 2460.



Remedial services will be supplied by appropriately certified personnel who are not employees of the nonpublic school, except that speech correction may be provided by employees of the nonpublic school. Such services shall be provided only upon consent of the parent(s) or legal guardian(s) of the pupil. Services may also be provided under contract with a public or private agency approved by the Commissioner for the provision of remedial services. The location in which services are provided will be determined by the Board, and will comply with rules of the State Board.

Auxiliary Services N.J.S.A. 18A:46A-1 et seq.  
N.J.A.C. 6A:14-1.1 et seq.

The Board shall provide supportive services for acquiring communication proficiency in the English language for children of limited English speaking ability, supplementary instruction services, and home instruction services. Auxiliary services will be provided only upon the written consent of the pupil's parent(s) or legal guardian(s).

Auxiliary services may be provided by appropriately certified personnel who are employees of this district or of the nonpublic school. Services may also be provided under contract with a public or private agency approved by the Commissioner for the provision of auxiliary services. The location in which services are provided will be determined by the Board, and will comply with rules of the State Board.

Nursing and Emergency Services N.J.S.A. 18A:40-23 et seq.  
N.J.A.C. 6A:16-2.4 et seq.

The Board shall provide basic nursing services in accordance with N.J.A.C. 6A:16-2.4 et seq. within the limits of funds appropriated or otherwise made available for this purpose according to N.J.S.A. 18A:40-23. Nursing services shall include the extension of emergency care for pupils enrolled full time in the nonpublic school who are injured or become ill at school, or during participation on a school team or squad pursuant to N.J.A.C. 6A:16-1.4(a)1.

The Chief School Administrator and the administrator of the nonpublic school shall meet annually to review funding, to agree on basic nursing services and additional medical services to be provided based on funding, and to assure the nonpublic school has a copy of N.J.S.A. 18A:40-23 to 31. If agreement cannot be reached between the district and the nonpublic school, the County Office of Education shall be consulted for clarification. The district may provide additional nursing services when all basic nursing services have been provided, or will be provided, within the limits of funds appropriated or otherwise made available for this purpose according to N.J.S.A. 18A:40-23. The nursing services provided to a nonpublic school shall not include instructional services.



Funds spent on services delivered under this policy in any one nonpublic school shall not exceed the amount allocated to that school on a per pupil basis, less the cost to this district of administrative services directly attributable to the provision of such services or six percent of the funds allocated for each participating nonpublic school, whichever is less.

Nursing services shall include assistance with medical examinations and dental screening, screening of hearing examinations, maintenance of pupil health records, notification of local and county health officials of any pupil who has not been properly immunized, and the conduct of scoliosis examinations. If the Board and the nonpublic school agree, emergency care shall be provided to nonpublic school pupils who become ill or are injured in school or during participation on a school athletic team or squad in the same manner such services are provided to pupils of this district.

Nursing and health care services shall be provided by a professional registered nurse licensed in New Jersey who is an employee of this district, an employee of a third party contractor, or an independent contractor. The location of the services will be determined by the Board and will comply with the rules of the State Board.

The Board may purchase equipment and supplies for the provision of services under this policy, within the allocation of funds, and may lend any such equipment to a nonpublic school without charge provided it is understood that such equipment remains the property of the Board.

A nonpublic school pupil whose parent(s) or legal guardian(s) objects in writing to the receipt of nursing services shall not be compelled to receive such services; except for a physical examination to determine whether the pupil is ill or infected with a communicable disease.

The Chief School Administrator or designee will retain a written statement verifying the annual meeting was held with the nonpublic school. The Chief School Administrator or designee will also retain a copy of the contract document; Board meeting minutes approving the contract that describes the methods by which nursing services to the nonpublic pupils will be provided for the ensuing school year; a rationale for the distribution of funds; and a description of the type and number of services which were provided during the previous year to nonpublic pupils will be recorded on a form provided by the Commissioner of Education as required in N.J.A.C. 6A:16-2.4(a).

## Delivery of Services

The Board shall provide any transportation necessitated by the provision of services under this policy.



# POLICY

## ROOSEVELT BOARD OF EDUCATION

PROGRAM  
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Services to Nonpublic School Pupils

Records regarding individual pupils receiving services under this policy shall be kept in accordance with State Board rules and Policy No. 8330 on Pupil Records.

The Board shall, file with the Commissioner a report on the number of nonpublic school pupils identified as eligible to receive services at a time and in a form required by the New Jersey Department of Education.

N.J.S.A. 18A:40-23 et seq.; 18A:40A-17(c);  
18A:46-19.1 et seq.; 18A:46A-1 et seq.;  
18A:58-37.1 et seq.  
N.J.A.C. 6A:14-1.1 et seq.; 6A:16-2.4 et seq.

Adopted: 24 January 2013

