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**BOARD OF EDUCATION**

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R 2200 CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect between children regardless of races, colors, creeds, age, marital status, affectional or sexual orientations, gender, gender identity or expression, religion, ancestry, national origins, socioeconomic status, and/or disability.

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

A. When instructional material contains stereotypes or discriminatory statements, staff should help students identify the stereotypes or discriminatory statement(s) and discuss with students the consequences of repeated stereotyping and discriminatory statements.

B. If a particular instructional material is highly objectionable, staff should not use it, such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.

C. Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials.

D. Community involvement when developing instructional programs and attendant materials shall be encouraged.

Issued: September 1, 2016
R 2230 COURSE GUIDES

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

A. Development of Guides
   1. Curriculum guides are best developed by the staff and teachers who use them.
   2. Where entire staff participation is not feasible, a system of representatives of staff and/or departments concerned shall form system wide committees for study, creation, and revision of any particular guide.
   3. Upon completion of a guide, the committee shall present it to appropriate staff for review.

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

C. Implementation

   Teachers will adhere to the content of course guides in accordance with Policy No. 2230.

Issued: 25 January 2008
R 2260  AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND
CLASSROOM PRACTICES COMPLAINT PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any pupil or the parent(s) or legal
   guardian(s) of a pupil the opportunity to appeal an alleged violation of the
   district’s Affirmation Action Plan for school and classroom practices, as set forth
   in Policy No. 2260.

2. This procedure is intended to facilitate an equitable and just resolution of a
   dispute at the most immediate level and will be implemented in an informal
   manner.

3. Every reasonable effort will be made to expedite the process in the interest of a
   prompt resolution. Time limits may, however, be extended with the consent of all
   parties.

4. All participants in the procedure will respect the confidentiality that this district
   accords to information about individual pupils.

B. Definitions

1. “Board of Education” means the Board of Education of the Washington Township
   School District.

2. “Complainant” means a pupil or parent(s) or legal guardian(s) who believes that
   he/she has been harmed or adversely affected by a failure to enforce the district’s
   Affirmative Action Plan.

3. “Complaint” means an unresolved problem concerning the interpretation or
   application by an officer or employee of this school district of law and regulations
   regarding the Affirmative Action Plan.

4. “Day” means a working or calendar day as identified.

5. “Pupil” means an individual enrolled in any formal educational program provided
   by the school district.


7. “Violation” means the failure of a district official or employee to take the positive
   steps outlined in Policy No. 2260 and/or included in the Affirmative Action Plan.
C. Procedure

1. A complainant shall discuss his/her complaint with the supervisor or principal of the staff member involved in an attempt to resolve the matter informally.

2. If the matter is not resolved to the satisfaction of the complainant within ten working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
   a. The pupil's name and, in the complaint of a person acting on behalf of the pupil, the name and address of the complainant,
   b. The specific failure to act that the complainant complains of,
   c. The school employee, if any, responsible for the alleged violation of the Affirmative Action Plan,
   d. The results of discussions conducted in accordance with ¶C1, and
   e. The reasons why those results are not satisfactory.

3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than fifteen working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.

4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within five working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.

5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than ten working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation complained of.

6. The Superintendent will render a written decision in the matter no later than ten working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board of Education.
7. The complainant may appeal the Superintendent’s decision to the Board by filing a written appeal with the Board Secretary no later than five working days after receipt of the Superintendent’s decision. The appeal shall include:
   a. The original complaint,
   b. The response to the complaint,
   c. The Superintendent’s decision,
   d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
   e. The complainant’s reason for believing the Superintendent’s decision should be changed.

8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.

9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.

10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.

11. The complainant will be informed of his/her right to appeal the Board’s decision to:

   a. Commissioner of Education  
      Division of Controversies and Disputes  
      New Jersey State Department of Education  
      225 East State Street  
      Trenton, New Jersey  08625-0500  
      Telephone: (609) 292-5705 or the

   b. New Jersey Division on Civil Rights  
      31 Clinton Street  
      Newark, New Jersey  07102  
      Telephone: (973) 648-2700
D. Record

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

Issued: 06 February 2008
2312  CLASS SIZE

SUGGESTED GUIDELINES FOR AVERAGE CLASS SIZES IN THE WASHINGTON TOWNSHIP SCHOOL DISTRICT

- Flexibility rather than legislated set limits should be allowed in the size of classes.

- All District schools should strive to meet the guidelines for average class sizes. That means that the guidelines would not necessarily be met in each and every classroom but should be met on average across the District.

- The suggested guidelines are:
  - Kindergarten - 15 students
  - Grades 1 to 3 - 17 students
  - Grades 4 to 5 - 20 students
  - Grades 6 to 8 - 23 students

- Class composition should be considered by administration and professionals in setting class size. Classes with special needs students, students whose language is not English, and vulnerable and at-risk students should be smaller than suggested guidelines. Classes should be smaller in cases where there are safety considerations, i.e., vocational classes.

Approved By: [Signature]  Date: 08 February 2007
R 2330 HOMEWORK

A. Content of Homework

1. Any homework assigned to pupils must be closely integrated with the curriculum. There should be a direct relationship between classroom studies and assigned homework. Homework should reinforce and extend the lessons learned in school.

2. Homework should help pupils learn by providing practice in the mastery of skills, experience in gathering information and integrating knowledge, and an opportunity to remediate learning problems.

3. Homework should help develop the pupil's responsibility and provide an opportunity for the pupil to exercise independent work and judgment.

4. The concepts on which a homework assignment is based should have been thoroughly taught and reviewed in class. Homework assignments should include only those exercises and activities that a pupil can accomplish independently.

5. Homework assignments should not require the use of research or resource tools that are not readily available in the pupils' homes or in sufficient quantity in the public or school library, or available for borrowing from the classroom.

6. Homework assignments should not require extensive copy work unless the writing of numbers or script is the skill being taught.

7. Homework must never serve a punitive or disciplinary function; learning, in school or at home, must always be a positive experience, rewarding for its own sake.

B. Assignment of Homework

1. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the individual pupil.

2. Homework should be assigned with clarity so that pupils know precisely what is expected of them. It may be helpful for teachers to post the homework assignment at the beginning of the class period and to encourage pupils to ask questions about any aspect of the assignment they do not fully understand. Homework should never be assigned hurriedly or in a confused manner.

3. The responsibility and time allotments for homework are gradually increased from grades Kindergarten through eight. While it is impossible to prescribe a precise daily time allotment for homework, since each child works at his or her own rate, assignments should be commensurate with the child’s ability and, therefore, should be general, adhere to the following guidelines:

[Further guidelines not visible in the image]
Kindergarten At the discretion of the teacher.
Grades One and Two Fifteen - thirty minutes daily.
Grades Three and Four Thirty – forty-five minutes daily.
Grade Five Forty-five minutes to one hour.
Grades Six and Seven One to one and a half hours daily.
Grade Eight One to two hours daily.

In departmentalized middle or elementary grades, pupils’ total daily homework load and out-of-school responsibilities should be considered in determining the amount of homework to be assigned. Teachers on each grade level or team will meet once a week or as required to review time estimates of homework to be assigned.

Major tests that require substantial periods of study will be taken into consideration in determining the total estimated homework load.

4. To the degree reasonably possible, teachers should plan and announce homework assignments, especially long term assignments, well in advance so that pupils can adjust their schedules appropriately.

5. Pupils should be encouraged or required to maintain a homework assignment book, in which the pupil records his/her daily assignment. Pupils and parent(s) or legal guardian(s) may be asked to record the time necessary to complete each assignment; this information will assist teachers in verifying their estimates of the length of time a given assignment will require.

6. A teacher may accede to a parent(s) or legal guardian(s) request for additional homework assignments for a pupil, provided the teacher, in his/her discretion, believes that the pupil will benefit from the assignment.

7. A pupil who has been absent from school will be given an opportunity to make up homework assignments, provided the assignments are completed during a period equal to the length of his/her absence. That period may be extended for the completion of long term assignments.

8. Make-up work for assignments missed due to absences must be completed by the pupil. It is the responsibility of the pupil and/or parent(s) or legal guardian(s) to obtain make-up assignments. The parent(s) or legal guardian(s) should make a request for assigned work during an absence by 10:00 a.m. of the day it is to go home. This request should occur only after two consecutive days of absences. However, if it is known that the child will be absent for an extended period, a written request should be made, at least one week prior to the absence. If a pupil
misses work during an excused absence, that pupil has double the number of days of the absence in which to make up the missed work.

C. Evaluation of Homework

1. All homework must be evaluated by the teacher and the teacher’s evaluation must be communicated to the pupil. Homework is not a learning activity if the pupil receives no acknowledgment of his/her work and no appraisal or criticism of it.

2. Teachers should insist on high standards of quality in homework. The homework lesson should teach the values of thorough preparation, careful research, neat execution, thoughtful work, and prompt submission.

D. Checklist for Teachers

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

1. Does the homework serve a valid purpose?

2. Is it well within the capacities of the pupil?

3. Has the class been thoughtfully motivated for the work?

4. Does the assignment grow out of school experience?

5. Is the work related to pupils’ interests? Is it interesting?

6. Does the assignment extend pupils’ fund of information?

7. Is the work adapted to individual needs, interests, and capacities?

8. Are pupils entirely clear about what they are to do?

9. Can the pupils do the work without the assistance of parent(s) or legal guardian(s) or others?

10. Is the assignment a reasonable one and evenly scheduled in view of the pupil’s home conditions?

11. Does the assignment minimize the temptation merely to copy information?

12. Can the homework be evaluated fairly and/or be used in the daily program?

Issued: 25 January 2008
R 2340 FIELD TRIPS

The administration is fully supportive of the use of field trips as an effective strategy to accomplish our primary curriculum objectives as well as accomplishing the important social and cultural needs of pupils.

A. Guidelines

1. No more than one trip per week.

2. A related assignment must be incorporated into field trip implementation which clearly reinforces the specific learning objective of the trip.

3. It is understood that on occasion it may be possible to request approval for a trip which does not conform to the guidelines. This request should be made when unique circumstances warrant.

4. These guidelines apply to all approved field trips. All other requests for field trips will be reviewed by the administration and judged on their merit.

B. Procedures

1. Procure Field Trip Request Form from the office, complete and return at least two weeks before date of next Board of Education meeting. See Field Trip Request Form attached - Appendix A.

2. Alternate plans for inclement weather must be included with the initial request, if applicable. Individual pupil needs, such as wheelchair, crutches, special transportation, etc. must be included at this time.

3. Upon administrative approval, pupil permission slips should be sent home. No pupil will be permitted to go on a field trip without permission from parent(s) or legal guardian(s). All permission slips must include the disclaimer:

   Disclaimer: Please take note that by giving permission for your child to attend a field trip away from the school district, you are also acknowledging that under the current National Alert System, if the Federal Government issues a Code Red Alert, transportation may be redirected and possibly constrained that may limit or prohibit travel while the field trip is in route.

4. An information letter/permission slip should be sent to parent(s) or legal guardian(s) which includes:
   
a. Trip destination;

   b. Inclement weather plans;
REGULATION

WASHINGTON TOWNSHIP
BOARD OF EDUCATION

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Field Trips

c. Cost – limit to be Board approved yearly:
   - local (in town);
   - adjacent towns or half-day trip; and
   - full day trip.
   - Nursing cost

d. Time of trip and transportation arrangements, if other than school time;
e. Lunch arrangements;
f. Permission slip with Disclaimer; and
g. Objective of the trip.

5. Any monies collected for the field trip should be collected and recorded by the teacher.

6. There should be one chaperone for each ten pupils.

7. Names of chaperones should be given to the office when they become known.

8. An information sheet should be made up for chaperones including who is responsible for which pupils, lunch, special instructions, expected pupil behavior, etc. No glass containers are permitted.

9. Prior to the trip, all pupils should be briefed regarding safety, dangers, precautions, procedure to follow if lost, etc.

10. All pupils must be accounted for at all times and especially prior to all bus departures and during dismissal back at school.

11. A class list of all pupils and their parent(s) or legal guardian(s) phone numbers must be taken on the trip. The office will furnish a list upon request.

12. When Long Valley Middle School pupils are going on a field trip it is expected that they report to homeroom the day of the trip so that a correct attendance count may be taken and submitted to the Assistant Principal’s office.

13. Check with the school nurse for any medical limitations or medicinal needs of pupils going on the class trip. Obtain a first aid kit, plastic bags, medication or any other items necessary from the nurse.

14. If emergency medical care is required, a staff member should accompany the pupil, if there is more than one staff member on the trip. (Otherwise one of the chaperones should accompany the pupil.) Then, contact the school and inform the office of the emergency and action taken. The school will notify the parent(s) or legal guardian(s) of the emergency.
15. A phone call should be made to the school if your return time to school has been
delayed. In the case where more than one bus is involved, the other buses should
depart, enabling them to meet their dismissal runs. The bus drivers are to follow
the directions of the teacher.

16. Remember that at all times a teacher must not leave an area without all pupils
being accounted for.

17. All school policies and rules are in effect on any field trip. Exceptions will be
made by the Principal only.

Issued: 25 July 2007
Revised: August 25, 2011
WASHINGTON TOWNSHIP SCHOOLS
FIELD TRIP REQUEST

SCHOOL: ______________________ DATE OF TRIP: ________________ (One Date/Trip per Form)

DESTINATION: ________________________________________________________________

COMPLETE ADDRESS: _______________________________________________________________________

TIME OF DEPARTURE: ________________________________________________________________

ESTIMATED TIME OF ARRIVAL BACK AT SCHOOL: ____________________________________________

GRADE: ____________ NO. OF STUDENTS ____________ ADULTS ____________

CONTACT (teacher/sponsor/house leader): _____________________________________________________

TEACHER'S CELL PHONE FOR EMERGENCY CONTACT DURING TRIP:

LIST ALL TEACHERS GOING ON TRIP: ____________________________

LUNCH ARRANGEMENTS (name and address): ________________________________________________

__________________________________________________________

SPECIAL ARRANGEMENTS – (including other stops): __________________________________________

COST PER STUDENT: ____________ CLASS COVERAGE: ___________________________________________________________________

Include Bus Costs: Limits to be Board approved yearly

PLEASE NOTE: Contact the nurse if you are aware of any special medical needs for students going on
this trip.

For this trip to achieve its maximum effectiveness, please give assurances that the following
steps have been or will be carried out, by initialing.

_____ 1. Class discussion regarding the trip with input from students to give the trip greater meaning.

_____ 2. Development of educational goals for the trip.
   a. What are they?
   1. __________________________________________________________
   2. __________________________________________________________
   3. __________________________________________________________

_____ 3. Proper procedures for behavior and safety given to the students before the trip.

_____ 4. Summation (should accent education benefits of the trip).

☐ Approved

☐ Disapproved

__________________________________________  _____________
Signature of Principal  Date

cc: Transportation Department – at least one month prior to trip – please send one copy only.
R 2361 ACCEPTABLE USE OF COMPUTER NETWORKS/COMPUTERS AND RESOURCES

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

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

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

Due to the complex association between government agencies and computer networks/computers and the requirements of Federal and State laws, the end user of the school district’s computer networks/computers must adhere to strict regulations. Regulations are provided to assure staff, community, pupils, and parent(s) or legal guardian(s) of pupils are aware of their responsibilities. The school district may modify these regulations at any time. The signatures of the pupil and his/her parent(s) or legal guardian(s) on a district-approved Consent and Waiver Agreement are legally binding and indicate the parties have read the terms and conditions carefully, understand their significance, and agree to abide by the rules and regulations established under Policy and Regulation 2361.
Pupils are responsible for acceptable and appropriate behavior and conduct on school district computer networks/computers. Communications on the computer networks/computers are often public in nature and policies and regulations governing appropriate behavior and communications apply. The school district’s networks, Internet access, and computers are provided for pupils to conduct research, complete school assignments, and communicate with others. Access to computer networks/computers is given to pupils who agree to act in a considerate, appropriate, and responsible manner. Parent(s) or legal guardian(s) permission is required for a pupil to access the school district’s computer networks/computers. Access entails responsibility and individual users of the district computer networks/computers are responsible for their behavior and communications over the computer networks/computers. It is presumed users will comply with district standards and will honor the agreements they have signed and the permission they have been granted. Beyond the clarification of such standards, the district is not responsible for the actions of individuals utilizing the computer networks/computers who violate the policies and regulations of the Board.

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

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

1. Sending or displaying offensive messages or pictures;

2. Using obscene language and/or accessing material or visual depictions that are obscene as defined in section 1460 of Title 18, United States Code;

3. Using or accessing material or visual depictions that are child pornography, as defined in section 2256 of Title 18, United States Code;

4. Using or accessing material or visual depictions that are harmful to minors including any pictures, images, graphic image files or other material or visual depictions that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
5. Depicting, describing, or representing in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors;

6. Cyberbullying;

7. Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;

8. Harassing, insulting, or attacking others;

9. Damaging computers, computer systems, or computer networks/computers;

10. Violating copyright laws;

11. Using another’s password;

12. Trespassing in another’s folders, work or files;

13. Intentionally wasting limited resources;

14. Employing the computer networks/computers for commercial purposes; and/or

15. Engaging in other activities that do not advance the educational purposes for which computer networks/computers are provided.

INTERNET SAFETY

Compliance with Children’s Internet Protection Act

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

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

1. Access by minors to inappropriate matter on the Internet and World Wide Web;

2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;

3. Unauthorized access, including “hacking” and other unlawful activities by minors online;

4. Cyberbullying;

5. Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;

6. Unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and

7. Measures designed to restrict minors’ access to materials harmful to minors.

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

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety protection 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.
Information Content and Uses of the System

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

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

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

On-line Conduct

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

Pupils and their parent(s) or legal guardian(s) specifically agree to indemnify the school district and school district personnel for any losses, costs, or damages, including reasonable attorneys’ fees incurred by the Board relating to, or arising out of any breach of this section by the pupil.

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

Software Libraries on the Network

Software libraries on or through the school district’s networks are provided to pupils as an educational resource. No pupil may install, upload, or download software without the expressed consent of appropriate school district personnel. Any software having the purpose of damaging another person’s accounts or information on the school district computer networks/computers (e.g., computer viruses) is specifically prohibited. School district personnel reserve the rights to refuse posting of files and to remove files. School district personnel further reserve the right to immediately limit usage or terminate the pupil’s access or take other action consistent with the Board’s policies and regulations of a pupil who misuses the software libraries.

Copyrighted Material

Copyrighted material must not be placed on any system connected to the computer networks/computers without authorization Pupils may download copyrighted material for their own use in accordance with Policy and Regulation 2531 Use of Copyrighted Materials. A may only redistribute a copyrighted program with the expressed written permission of the owner or authorized person.

Permission must be specified in the document, on the system, or must be obtained directly from the author or authorized source.
Public Posting Areas (Message Boards, Blogs, Etc.)

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

Real-time, Interactive, Communication Areas

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

Electronic Mail

Electronic mail ("e-mail") is an electronic message sent by or to a person in correspondence with another person having Internet mail access. The school district may or may not establish pupil email accounts. In the event the district provides email accounts, all messages sent and received on the school district computer networks/computers must have an educational purpose and are subject to review. Messages received by a district-provided email account are retained on the system until deleted by the pupil or for a period of time determined by the district. A canceled account will not retain its e-mails. Pupils are expected to remove old messages within fifteen days or school district personnel may remove such messages. School district personnel may inspect the contents of e-mails sent by a pupil to an addressee, or disclose such contents to other than the sender or a recipient when required to do so by the policy, regulation, or other laws and regulations of the State and Federal governments. The Board reserves the right to cooperate fully with local, State, or Federal officials in any investigation concerning or relating to any e-mail transmitted or any other information on the school district computer networks/computers.
File & Information Storage Space

The district reserves the right to establish maximum storage space a pupil receives on the school district’s system. The use of USB flash drive is prohibited. A pupil who exceeds his/her quota of storage space will be advised to delete files to return to compliance with the predetermined amount of storage space. A pupil who remains in noncompliance of the storage space allotment after seven school days of notification may have their files removed from the school district’s system.

Security

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

Vandalism

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

Printing

The printing facilities of the computer networks/computers should be used judiciously. Unauthorized printing for other than educational purposes is prohibited.
Internet Sites and the World Wide Web

The system administrator may establish an Internet site(s) on the World Wide Web or other Internet locations. Such sites shall be administered and supervised by the system administrator, who shall ensure the content of the site complies with Federal, State, and local laws and regulations as well as Board policies and regulations.

Violations

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

Determination of Consequences for Violations

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

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

1. Use of computer networks/computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or

8. Legal action and prosecution by the authorities.

Issued: August 28, 2012
A. Counseling Services

1. The purpose of guidance and counseling services is to assist students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from his/her education and life experiences.

2. Counseling services will include:
   a. Career awareness and exploration, and academic planning through consideration of personal interests, past and potential performance, and present opportunities,
   b. Personal/social development including adjustment to situational problems, understanding of the consequences of personal behavior, and referral to assistance where appropriate, and
   c. Crisis counseling to assist students undergoing extreme emotional reactions that disrupt immediate functioning, including post-crisis planning and referral for treatment as necessary.

3. All counseling services shall be free of bias on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

B. Career Awareness and Exploration

In fulfillment of the New Jersey Core Curriculum Content Standards, the school district shall provide a comprehensive program of guidance and counseling to facilitate career awareness and exploration for all students which shall be designed to:
1. Assist students in making informed educational and occupational choices;

2. Encourage students to maintain portfolios consisting of accomplishments related to the Cross Content Workplace Readiness Standards;

3. Develop student competency in self management, educational and occupational exploration and career planning;

4. Make students aware of the relationship among personal qualities, education, training and the world of work; and

5. Acquaint students with the relationship between achieving academic standards and the attainment of career goals.

C. Consulting Services

1. The purpose of consulting services is the improvement of the instructional program and the delivery of educational services by the collaboration of those staff members responsible for the instructional program and the development of individual students.

2. Consulting services will include:

   a. Identification of the needs of students,

   b. Identification, evaluation, and program implementation of students with special needs,

   c. Development and implementation of preventive and supportive programs to address such problems as student attendance, violence, and suicide,

   d. Alerting professional staff to the purposes, functions, and availability of guidance and counseling services,

   e. Encouragement of cooperation among teaching staff members and parent in resolving individual student problems and addressing student needs,
f. Establishment and maintenance of fruitful relationships with State and local agencies for the purpose of professional referral and the sharing of experiences,

g. Cooperation with business and industry to facilitate student job placement and vocational training, and

h. Maintenance of a library of occupational and educational information.

D. Evaluation

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

1. Annual record of graduate placements in post-secondary situations;

2. Assessments of past graduates as to the effectiveness of guidance services received in the high school;

3. Results of surveys of parent and staff evaluations of guidance services;

4. Analysis of the efficacy of outside referrals;

5. Assessments by persons not employed in the school district and expert in the field of guidance and counseling; and

6. The personal evaluations of the guidance and counseling staff members to identify weaknesses in the administration of the program.

Issued: September 1, 2016
R 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

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

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

1. The parent shall submit a request to the building level administrator that includes a written determination from the student’s physician documenting the projected need for confinement at the student’s residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year.

2. The building level administrator shall forward the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student’s physician to secure additional information concerning the student’s diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide reasons for denial to the building level administrator.

3. The building level administrator shall notify the parent concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student’s physician.

B. Providing Services

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

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

b. A student who is enrolled in a nonpublic school that is located
   within the area served by this Board of Education pursuant to

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

1. The district shall establish a written plan for the delivery of instruction to
   continue the student’s academic progress and to maintain a record of delivery
   of instructional services and student progress.

2. The teacher providing instruction shall be a certified teacher.

3. The teacher shall provide instruction for the number of days and length of
   time sufficient to continue the student’s academic progress and dependent
   upon the student’s ability to participate.

4. For a student with disabilities, the home instruction shall be consistent
   with the student’s Individualized Education Plan (IEP) to the extent
   appropriate, and shall meet the Core Curriculum Content Standards.
   When the provision of home instruction will exceed thirty consecutive
   school days in a school year, the IEP team shall convene a meeting to
   review and, if appropriate, revise the student’s IEP.

5. For a student without a disability, the home instruction shall meet the Core
   Curriculum Content Standards and the requirements of the Board of
   Education for promotion to the next grade level. When the provision of
   home instruction will exceed sixty calendar days, the school physician
   shall refer the student to the Child Study Team for evaluation pursuant

Issued: October 7, 2014
A. Assessment

1. School district personnel will use a variety of tests and/or assessments to determine if a pupil should be categorized as at risk of not meeting the proficiencies of the New Jersey Core Curriculum Content Standards.

2. Information regarding the district’s assessment program, along with interpretive materials, will be released to the public as required by rules of the State Board of Education.

B. Academic Assistance

The Academic Assistance Program will provide for:

1. The enrollment in preventive and remedial programs shall be required for pupils at risk who do not meet New Jersey Curriculum Content Standards Assessments;

2. The screening of pupils, within one month of enrollment, to determine whether they should be enrolled in preventive and remedial programs;

3. Supplemental instructional and related activities and services responsive to identified deficiencies and designed to meet the academic, social, economic, and environmental needs of pupils;

4. Evaluation of the progress of pupils toward proficiency in meeting the New Jersey Core Curriculum Content Standards;

5. Evaluation of the effectiveness of the district at risk program, in terms of pupil gains and other relevant factors;

6. A detailed budget for the administration, personnel, supplies, equipment, training of staff, and health and community services required for the at risk program;

7. Both the pupil and the pupil’s parent(s) or legal guardian(s) will be notified of the pupil’s need for at risk education. Notification will be made in writing in the language or mode of communication that is understood by the pupil and the parent(s) or legal guardian(s);

8. Continuing communication between teaching staff members and the parent(s) or legal guardian(s) of pupils receiving at risk education;

9. Programs and services may be offered during the regular school day, beyond the school day or in the summer; and
10. The Board shall provide training for the staff necessary to implement the programs and services for pupils at risk.

Issued: 31 January 2008
R 2415.20 \textbf{NO CHILD LEFT BEHIND COMPLAINTS}

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

A. Complaint procedure alleging a violation by a school, school district, or other agency authorized by the school district or the New Jersey Department of Education (NJDOE).
   1. A Complaint is a written allegation that a school, school district, other agency authorized by the school district, or the NJDOE has violated the law in the administration of education programs required by the NCLB Act.
   2. A Complaint shall identify:
      a. The alleged NCLB violation;
      b. The facts supporting the alleged violation; and
      c. Any supporting documentation.
   3. A Complaint may be submitted in writing or electronically. If a Complaint is submitted electronically, a hard copy should also be sent to the NJDOE via regular mail at the address indicated below.
   4. A Complaint shall be submitted to the Assistant Superintendent. The Complaint shall be in writing and shall be mailed, hand-delivered, or electronically submitted to the Assistant Superintendent.
   5. The Assistant Superintendent shall be responsible to coordinate the investigation of the allegations in the Complaint.
      a. The Assistant Superintendent shall acknowledge receipt of the Complaint to the complainant within ten business days of receipt of the Complaint.
      b. The Assistant Superintendent may meet with building and district administrative staff, teaching staff, support staff, pupils, and/or the complainant(s) to determine if a violation of the administration of a NCLB program has occurred.
      c. The Assistant Superintendent may request additional information from the complainant regarding the Complaint.
      d. The Assistant Superintendent shall submit a written report regarding the outcome of the investigation to the complainant.
      e. If the outcome of the investigation concludes a violation has occurred, the Assistant Superintendent shall identify and impose the appropriate consequences or corrective action to resolve the Complaint.
      f. The outcome of the investigation may conclude the Complaint alleges a violation in the administration of a program by the NJDOE and the complainant shall be informed of the NJDOE Complaint Policy and Procedures as outlined in B. below.
6. If the complainant is not satisfied with the outcome of the investigation, the complainant may initiate a Complaint by submitting a written Complaint to the NJDOE to the attention of the County Superintendent. A list of the County Offices of Education and County Superintendents can be found at www.state.nj.us/hjided/regions or by calling (609) 292-4469.

7. When a written Complaint is received by the County Superintendent, the appropriate NJDOE personnel will issue a Letter of Acknowledgement to the complainant within ten business days of receipt of the Complaint. This letter shall contain the following information:
   a. The date the Complaint was received;
   b. A brief statement of the manner in which the NJDOE will investigate the Complaint;
   c. If necessary request for additional information regarding the Complaint;
   d. The name and phone number of a contact person for status updates; and
   e. A tentative resolution date that is sixty days from the date the written Complaint was received by the County Office.

   1. Based on the facts of the alleged violation, an extension of time may be required to resolve the Complaint. If an extension is required, the appropriate NJDOE personnel will issue a follow-up letter prior to the initial resolution date informing the complainant of the revised timeframe.

8. The County superintendent will coordinate the investigation of a Complaint. When the investigation is complete, the County Superintendent will notify the complainant in writing regarding the outcome of the investigation.

9. If a violation has occurred, the Assistant Commissioner assigned to oversee the matter shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint.

10. If the complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary at:
    Office of Hearings & Appeals
    400 Maryland Avenue, SW
    Washington, DC 20202-4611
    (202) 619-9700

    Or at their website at:
    http://www.ed-oha.org/index.html

B. Complaint procedure alleging a violation by the New Jersey Department of Education (NJDOE).
   1. A Complaint is a written allegation the NJDOE has violated the law in the administration of education programs required by the NCLB.
   2. A Complaint shall identify:
a. The alleged NCLB violation;
b. The facts supporting the alleged violation; and
c. Any supporting documentation.

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

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

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

4. When a written Complaint is received by the NJDOE, the Chief of Staff will assign the investigation of this Complaint to the Office of Strategic Initiatives and Accountability or other designated office. This Office will issue a Letter of Acknowledgement to the complainant within ten business days of receipt of the Complaint. This letter shall contain the following information:

a. The date the Complaint was received;
b. A brief statement of the manner in which the Department of Education will investigate the Complaint;
c. If necessary, request for additional information regarding the Complaint;
d. The name and phone number of a contact person for status updates; and
e. A tentative resolution date that is sixty days from the date that the written Complaint was received.

   Based on the facts of the alleged violation, an extension of time may be required to resolve the Complaint. If an extension is required, the appropriate NJDOE personnel will issue a follow-up letter prior to the initial resolution date informing the complainant of the revised timeframe.

5. The NJDOE Office of Strategic Initiatives and Accountability will coordinate the investigation of a Complaint concerning an alleged violation by the NJDOE. When the investigation is complete, the Chief of Staff will notify the complainant in writing regarding the outcome of the investigation.
6. If it is determined a violation by the NJDOE has occurred, the Chief of Staff shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint.

7. If a complainant does not agree with the NJDOE's decision, the complainant may appeal to the United States Department of Education Secretary at the address above.

Issued: 12 September 2007
R 2417 STUDENT INTERVENTION AND REFERRAL SERVICES

A. Establishment of Intervention and Referral Services

1. The Superintendent of Schools will establish and implement in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2.

B. Functions of Intervention and Referral Services

1. The Principal in each school building in which general education students are served will establish an Intervention and Referral Services (I&RS) Team. The I&RS Team will be comprised of the following:

   a. The Principal or a member of the teaching staff other than a special education teaching staff member, who is appointed by the Principal to act on his/her behalf and with his/her authority, shall act as chairperson;

   b. A member of the Child Study Team (CST) or an educational services staff member;

   c. The staff member who referred the student in need of assistance or identified a school issue for discussion; and

   d. Such other school staff members as may effectively aid in the development and implementation of the assistance plan for a particular student.

2. The district will provide support, guidance, and professional development to school staff members who participate in each school's system for planning and providing intervention and referral services.
C. Student Referral

1. A student not known to have a disability who is experiencing learning, behavior, or health difficulties shall be referred to the I&RS Team. This referral may be made by any school staff member or by the student’s parent. The student’s parent shall be informed of any such referral.

   a. The district will provide support, guidance, and professional development to school staff members on identifying student learning, behavior, and health difficulties.

2. When it appears that a referred student may have a disability, the I&RS Team shall refer the student to the CST for evaluation pursuant to Policy 2460 for a determination of the student’s eligibility for special education and/or related services.

3. The I&RS Team shall consult with the student’s teacher(s), parent, and any school staff member as appropriate to identify and collect information on the learning, behavior, and health difficulties of the student.

4. The school nurse may be requested to review the student’s health records and inform the Principal of any health condition relevant to the student’s difficulties. Any information regarding any infection with HIV virus or AIDS may be released only with the written permission of the adult student or the student’s.

5. As appropriate, the I&RS Team may consult with community-based social and health agencies that provide services to the student or the student’s family.

6. The I&RS Team shall determine if the student’s learning, behavior, and/or health difficulties may be helped with a written action plan.

D. Intervention and Referral Services Action Plans

1. The I&RS Team shall develop and implement a written action plan for referred students that provide for appropriate school or community interventions or referrals to school and community resources, based on collected data and desired outcomes for the identified learning, behavior, or health difficulties.
2. The intervention and referral services action plan shall:

   a. Detail any modifications in the student’s educational program which will include, but not be limited to, support and guidance to the student’s teacher(s);

   b. List the persons who will implement the action plan;

   c. Include any recommendations for assessment and referral to specified school or community-based social and/or health provider agencies;

   d. Document parental notification of the student’s referral and any change in educational placement or the withholding of parental notification because child abuse was suspected or Federal rules mandated confidentiality in an alcohol or drug related matter;

   e. Involve the student’s parent in the development and implementation of any intervention and referral services action plans by being offered an opportunity to provide input in the development and implementation of the action plan;

   f. Identify the I&RS Team member(s) who will coordinate the access to and delivery of school resources and services for achieving outcomes identified in the intervention and referral services action plan; and

   g. Identify the I&RS Team member(s) who will coordinate the services of community-based social and health provider agencies and other community resources for achieving outcomes identified in the intervention and referral services action plan.

3. The implementation and effectiveness of each the intervention and referral services action plan shall be reviewed by the I&RS Team within eight calendar weeks from the beginning of its implementation. The I&RS Team shall consult the referring school staff member and any other school staff members to assess the effectiveness of the plan.

   a. If the action plan is not achieving the identified outcomes, the plan shall be modified to achieve the outcomes, as appropriate. If the review indicates the student may have a disability, the student shall be referred to the CST.
4. The I&RS Team may review any intervention and referral services action plan throughout the school year. However, at a minimum, the I&RS Team shall annually review all intervention and referral services action plans and the actions taken as a result of the school building’s system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

E. Annual Reports

1. At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. The report shall also include:

   a. A description of the needs and issues identified through referrals to the I&RS Team;

   b. An identification and analysis of significant needs and issues that could facilitate school planning for the subsequent year;

   c. A description of activities planned in response to the needs and issues significant in school planning; and

   d. Any other information the Principal or the I&RS Team determine would be beneficial to improving the school’s system for planning and delivering intervention and referral services designed to assist students.

2. The Principal’s report shall be provided to the Superintendent of Schools.

Issued: October 7, 2014
R 2418  SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

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

A. Definitions

1. “Accommodation” means a change in the educational setting, instructional strategies, materials, and/or supplementary/related aids and services that does not significantly alter the content of the curriculum or level of expectation for a student’s performance, but which allows the student to access the regular general education curriculum.


3. “Aids and Services” means aids and services designed to meet the individual student’s educational needs to the same extent as the needs of students without disabilities are met. 34 CFR §104.33

4. “Board” means the Board of Education of this school district.

5. “Complainant” means a parent of a student with a disability who files a grievance in accordance with the grievance procedure.

6. “Day” means either calendar or working day, as specified in the Act.

7. “Disability” means, with respect to an individual, that the individual meets one or more of the following three prongs:

a. A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
b. A record of such an impairment; or

c. Being regarded as having such an impairment.

8. “District” means this school district.

9. “District 504 Coordinator” means the district official responsible for the coordination of activities relating to compliance with the Act.

10. “FAPE” means free appropriate public education. FAPE consists of the provision of regular or special education and related aids and services designed to meet the educational needs of a student with a disability to the same extent as the needs of non-disabled students are met.

11. “Grievance” means an unresolved problem concerning the interpretation or application of law and regulations regarding discrimination by reason of a disability by an officer or employee of this district.

12. “Individuals with Disabilities in Education Act” (IDEA) identifies eligible children and young adults who have specific types of disabilities and, thus, require special education and related services. If they qualify, students receiving services through IDEA may also be eligible for services under Section 504 and ADA.

13. “Major life activities” means those of central importance to daily life and include, but are not limited to, functions such as: caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sitting, writing, standing, reaching, lifting, sleeping, bending, speaking, breathing, reading, concentrating, thinking, communicating, interacting with others, learning, and working. “Major life activities” also include physical or mental impairments that substantially limit the operation of a major bodily function, including, but not limited to: functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, reproductive systems, and the operation of an individual organ within a body system. 28 CFR §35.108; 28 CFR §36.105
14. "Mitigating measures" means steps taken to eliminate or reduce the symptoms or impact of an impairment. "Mitigating measures" include, but are not limited to: medication; medical equipment/appliances; mobility devices; low vision devices (not including ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids, cochlear implants, or other implantable hearing devices; oxygen therapy equipment and supplies; the use of assistive technology; reasonable modifications or auxiliary aids or services; learned behavioral or adaptive neurological modifications; and psychotherapy, behavioral, or physical therapies. 42 U.S.C. 126 §12102

a. Mitigating measures, must not be used when determining whether an impairment is a disability except for the use of corrective eyeglasses or contact lenses. Mitigating measures may be considered in assessing whether someone is entitled to reasonable accommodation or poses a direct threat.

15. "Physical or mental impairment" means any physiological disorder or condition such as, cosmetic disfigurement or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic and lymphatic, skin, and endocrine; or any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. 28 CFR §35.108(b)(2) and 28 CFR§36.105(b)4

a. Physical or mental impairments may include, but are not limited to: contagious and noncontagious diseases and conditions; orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; intellectual disability; emotional illness; dyslexia and other specific learning disabilities; Attention Deficit Hyperactivity Disorder (ADHD); Human Immunodeficiency Virus (HIV) (whether symptomatic or asymptomatic); tuberculosis; drug addiction; and alcoholism.
b. Physical or mental impairments do not include: transvestism; transsexualism; homosexuality or bisexuality; gender identity disorders; sexual behavior disorders; pedophilia; exhibitionism; environmental, cultural, and economic disadvantages; pregnancy; physical characteristics; personality traits or behaviors; normal deviations in height, weight, or strength; compulsive gambling; kleptomania; pyromania; and psychoactive substance use disorders resulting from current illegal use of drugs.

c. An impairment that is episodic or in remission may be considered a "disability" if it would substantially limit a major life activity when active.

d. Not all impairments are disabilities.

16. "Qualified student with a disability" means a student with a disability at the preschool, elementary, or secondary level, who is: (1) of an age at which students without disabilities are provided educational services; (2) of an age at which it is mandatory under State law to provide educational services to students with disabilities; or (3) a student to whom a State is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).

17. "Record of such an impairment" means a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.

18. "Regarded as having an impairment" means the individual establishes that he or she has been subjected to a prohibited action because of an actual or perceived physical or mental impairment, whether or not that impairment substantially limits or is perceived to substantially limit a major life activity.

   a. For this prong only, the public entity must demonstrate the impairment is or would be both transitory (lasting or expected to last six months or less) and minor to show an individual is not regarded as having such an impairment. 42 U.S.C. 126 §12102(3)(B)
b. A public entity is not required to provide a reasonable modification to an individual meeting the definition of “disability” solely under the “regarded as” prong.

19. “Section 504” means Section 504 of the Act.

20. “Student” means an individual enrolled in any formal educational program provided by the school district.

21. “Substantially limits” means the extent to which the impairment limits a student’s ability to perform a major life activity as compared to most people in the general population, whether or not an individual chooses to forgo mitigating measures. 42 U.S.C. 12102 (4); 28 CFR §35.108(d); 28 CFR §35.105(d) The rules of construction when determining whether an impairment substantially limits a student in a major life activity include:

   a. That it is broadly construed in favor of expansive coverage, to the maximum extent permitted under the Act.

   b. That it does not demand extensive analysis.

   c. That it substantially limits one major life activity, but not necessarily other major life activities.

   d. That it may be episodic or in remission, as long as the disability would substantially limit a major life activity when active.

   e. That it need not prevent, or significantly or severely restrict, an individual from performing a major life activity.

   f. That it requires an individualized assessment which does not create an “inappropriately high level of limitation” and is based upon the conditions, manner, or duration under which the individual can perform the major life activity 42 U.S.C. 12102(4)(B).
g. That it generally will not require scientific, medical, or statistical evidence (although such evidence can be required where appropriate - evidence that can be considered may include statements or affidavits of affected individuals and school records).

h. That the determination is made without regard to ameliorative effects of mitigating measures, except for the use of ordinary eyeglasses or contact lenses intended to fully correct visual acuity or eliminate refractive error. Non-ameliorative effects, such as the negative side effects of medication or a medical procedure, may also be considered.

i. That the effects of an impairment lasting or expected to last less than six months can be substantially limiting for establishing a disability under the first two prongs: “actual disability” or “record of”.

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

1. The District 504 Coordinator will be responsible for the initial evaluation of all allegations, reasonable accommodations (if required), and re-evaluations.

2. The District 504 Coordinator will comply with the mediation and due process requirements pursuant to N.J.A.C. 6A:14-2.6 and 6A:14-2.7 where applicable in cases arising from Section 504.

C. Educational Program

1. General:

a. The Board will not, on the basis of a disability, exclude a student with a disability from a program or activity and will take into account the needs of such student in determining the aid, benefits, or services to be provided under a program or activity.
b. Identification for special education services under IDEA and accommodations under Section 504 are not mutually exclusive.

c. Students not otherwise eligible for special education programs and/or related services pursuant to N.J.A.C. 6A:14-1 et seq. may be referred to the District 504 Coordinator by the parent or staff member.

d. The Board will provide reasonable accommodation(s) to students with disabilities notwithstanding any program and/or related services required pursuant to N.J.A.C. 6A:14-1 et seq.

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

1. FAPE must be provided without cost to the student’s parent, except for those fees imposed on a parent of a non-disabled student.

2. The district may place a student with a disability in or refer such student to a program other than one it operates as its means of carrying out the provisions of this Regulation.

   a. The district will continue to maintain responsibility for ensuring the requirements of the Act are met in respect to any student with a disability so placed or referred.

   b. The district will ensure adequate transportation to and from the program, provided at no greater cost than would be incurred by the parent if the student were placed in a program operated by the district.

      (1) The administration will consider the proximity of any alternative setting to the student’s home.

      (2) If a public or private residential placement is necessary to provide FAPE to a student with a disability, the placement, including non-medical care, room, and board, shall be provided at no cost to his/her parent.
E. Evaluation and Placement - 34 CFR §104.35

1. The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services on the basis of disability.

   a. Section 504 evaluations may encompass record and work sample review; direct observation in the natural setting; interviews with the student, parent, and school personnel; and/or administration of assessment measures. They do not include independent evaluations.

   b. It may be determined that additional data is required, including the administration of formal standardized instruments and data on conditions in remission or episodic in nature. Tests and other evaluation materials must meet the following criteria:

      (1) Validated for the specific purpose for which they are used and administered by trained personnel;

      (2) Tailored to assess specific areas of educational need and not merely those designed to provide a single intelligence quotient; and

      (3) Accurately reflect aptitude or achievement or whatever else the tests purport to measure, rather than the student’s impaired sensory, manual, or speaking skills (unless the test is designed to measure these particular factors).

2. In interpreting evaluation data and in making placement decisions, the district will:

   a. Draw information from a variety of sources, including, but not limited to: aptitude and achievement tests, medical evaluations, teacher recommendations, physical condition, social and cultural background, and adaptive behavior;
b. Establish procedures to ensure that information obtained from all such sources is documented and carefully considered;

c. Ensure that placement decisions are made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and placement options; and

d. Ensure that placement decisions are made in conformity with this Regulation and 34 CFR §104.34.

3. The District 504 Coordinator will establish timelines for re-evaluations of students receiving reasonable accommodation(s). A parent may request a re-evaluation at any time upon written request to the District 504 Coordinator.

4. Copies of requests for evaluation and related documents will be maintained in a designated Section 504 file folder placed in the student's cumulative record.

F. Section 504 and Special Education

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

2. A referral for a Section 504 evaluation may be made concurrently with a pending special education evaluation. In such instances, the Section 504 evaluation should be conducted during the same timeline utilized for the special education assessment. Generally, the Section 504 evaluation should be conducted in less than sixty days.

3. If a student is found eligible under Section 504 prior to the special education team’s findings, a Section 504 Accommodation Plan will be developed pending the special education team’s findings. If the student is then found eligible for special education, an Individualized Education Program (IEP) will be developed and the IEP team can incorporate into the IEP any accommodations/services provided in the Section 504 Accommodation Plan.
4. A separate Section 504 team meeting will be convened when a student is identified as eligible for special education and no longer requires accommodations/services under Section 504.

5. When an IEP team determines a student is not eligible or no longer eligible for special education, there may be circumstances when a Section 504 referral for evaluation may be appropriate and should be considered. The IEP team may document the student is being referred for a Section 504 evaluation, and the eligibility evaluation shall be addressed in a separate Section 504 team meeting.

G. Section 504 Accommodation Plan

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

   a. Are knowledgeable about the student;

   b. Understand the meaning of evaluation data; and

   c. Are familiar with placement options.

2. The District 504 Coordinator, based on the evaluation of the student eligible for services under Section 504, will prepare a Section 504 Accommodation Plan which may include as relates to the student:

   a. Name;

   b. Date of birth;

   c. Current educational placement;

   d. Name of the District 504 Coordinator preparing the Section 504 Accommodation Plan;

   e. Disabling condition:
(1) Major life activity impaired;
(2) Educational impact; and
(3) Impact on related educational progress.

f. Accommodation (as appropriate):
   (1) Physical and learning environment;
   (2) Instructional;
   (3) Behavioral;
   (4) Evaluation;
   (5) Medical; and/or
   (6) Transportation.

g. Other:
   (1) List of individuals participating in the development of the plan, along with their titles and the date(s) of their participation.
   (2) Certification by the student’s parent that he or she has participated in the development of the plan and provided consent to its implementation.
   (3) A waiver of the fifteen days’ notice prior to the implementation of the plan by the parent if the plan is to be implemented sooner than the fifteen days.

3. A Section 504 Accommodation Plan should not:
   a. Modify the curriculum;
   b. Exempt a student from a course or subject required for graduation;
c. Alter the level of expectation for a student’s performance;

d. Provide an extended time accommodation only for standardized testing when it is not required as part of the regular program of evaluation;

e. Include any testing accommodations unless authorized by the testing agency; and

f. Assign responsibility for implementing Section 504 accommodations to another student.

4. A Section 504 Accommodation Plan should:

a. Directly relate to a student’s identified needs;

b. Be specific, measurable, and tailored to meet students’ identified needs to allow for consistent implementation;

c. Be written to incorporate specific symptoms, behavior, or triggers that elicit implementation of the accommodation or service if required only occasionally; and

d. Clearly state how much extended time is required based upon a student’s identified needs, if the Section 504 team determines such an accommodation is appropriate.

5. Students needing medication:

a. Not all students needing medication administered by school staff will require a Section 504 Accommodation Plan. It is not necessary to qualify a student as having a disability that substantially limits a major life activity under Section 504 in order to provide a service that schools perform for all general education students.

b. A Section 504 referral with the potential for a subsequent Section 504 Accommodation Plan is appropriate when a student is found to have a disability that substantially limits a major life activity and needs medication administered on a systematic basis to receive equal access to the educational program.
H. Nonacademic/Extracurricular Services - 34 CFR §104.37

1. Nonacademic and Extracurricular Services may include counseling, physical recreational athletics, transportation, health services, recreational activities, special interest groups or school clubs, and/or referrals to agencies which provide assistance to students with disabilities and student employment.

2. The Board and administration will ensure that students with disabilities are not counseled toward more restrictive career objectives than are nondisabled students with similar interests and abilities.

3. The Board will provide to students with disabilities equal opportunity as afforded nondisabled students for participation in physical education courses, athletics, and similar programs and activities.

   a. The district may offer students with disabilities physical education and athletic activities that are separate or different from those offered to nondisabled students only if the separation or differentiation is consistent with the requirements of 34 CFR §104.34 and only if no student with a disability is denied the opportunity to compete or to participate.

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

1. This grievance procedure shall apply to a student with a disability alleging discrimination under the provisions of Section 504 of the Rehabilitation Act of 1973.

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

4. The District 504 Coordinator will investigate and document the complaint including dates of meetings, dispositions, and date(s) of dispositions. The District 504 Coordinator will provide a written decision to the complainant within seven working days of the written complaint.

5. If the complainant is not satisfied with the District 504 Coordinator’s written decision, the complainant may appeal the decision in writing, setting out the circumstances that give rise to the alleged grievance. This written appeal must be filed with the District 504 Coordinator within three working days of the complainant’s receipt of the written decision. The written appeal must state the basis for the appeal and the remedy sought by the complainant.

6. The District 504 Coordinator will appoint a qualified hearing officer within seven working days of the receipt of the written appeal. The hearing officer will conduct a hearing within seven working days of receipt of the written appeal. The hearing officer will give the parent a full and fair opportunity to present evidence relevant to the issues raised under the initial grievance. The parent may, at his or her own expense, be assisted or represented by individuals of their choice, including legal counsel. The hearing officer will present a written decision to the District 504 Coordinator and aggrieved individual within seven working days of the hearing.

7. The complainant may file a written appeal to the Board if not satisfied with the hearing officer’s decision provided the written appeal is submitted to the Superintendent within three working days of the complainant’s receipt of the hearing officer’s written decision. The Board may, but is not required to, conduct a Board hearing on the appeal.
8. The complainant may request mediation and due process in accordance with N.J.A.C. 6A:14-2.6 and 2.7 if unsatisfied with the written decision of the Board. If specifically requested by the parent, the aforementioned N.J.A.C. 6A:14-2.6 and 2.7 grievance procedures must be followed.

Adopted: April 25, 2017
A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all courses or subjects that a child is required by law or rule to receive, given in the native language of English language learners (ELLs) enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of ELLs enrolled in the programs, and in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area that is the native land of the parents of ELLs enrolled in the program, and in the history and culture of the United States.

2. "Bilingual part-time component" means a program alternative in which students are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.

3. "Bilingual resource program" means a program alternative in which students receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual student basis.

4. "Bilingual tutorial program" means a program alternative in which students are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.

5. "Dual-language bilingual education program" means a full-time program of instruction in elementary and secondary schools that provides structured English language instruction and instruction in a second language in all content areas for ELL students and for native English speaking students enrolled in the program.

6. "Educational needs" means the particular educational requirements of ELLs; the fulfillment of which will provide them with equal educational opportunities.
7. "English as a second language (ESL) program" means a daily developmental second-language program of at least one period of instruction based on student language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the student’s experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.

8. "English language development standards" means the 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies ELLs in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at http://www.wida.us/standards/eld.aspx.

9. "English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.

10. "English language proficiency test" means a test that measures English language skills in the areas of aural comprehension, speaking, reading, and writing.

11. "English language services" means services designed to improve the English language skills of ELLs. These services, provided in school districts with less than ten ELLs, are in addition to the regular school program and are designed to develop aural comprehension, speaking, reading, and writing skills in English.
12. "Exit criteria" means the criteria that must be applied before a student may be exited from a bilingual, ESL, or English language services education program.

13. "High-intensity ESL program" means a program alternative in which students receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.

14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education. All students in an instructional program alternative receive English as a second language.

15. "Native language" means the language first acquired by the student, the language most often spoken by the student, or the language most often spoken in the student's home, regardless of the language spoken by the student.

16. "Parent(s)" for the purposes of Policy and Regulation 2423 means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. When parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

17. "Review process" means the process established by the Board of Education to assess ELLs for exit from a bilingual, ESL, or English language services programs.

18. "Sheltered English instruction" is means an instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELLs.
B. Identification of Eligible English Language Learners (ELLs)

1. The Superintendent of Schools will designate a teaching staff member(s) who will determine the native language of each ELL at the time of enrollment of the student in the school district. The district will:
   
a. Maintain a census indicating all students identified whose native language is other than English; and

b. Develop a screening process, initiated by a home-language survey, to determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.

2. The district shall determine the English language proficiency of all Kindergarten to grade twelve students, who are not screened out and whose native language is other than English, by administering a Department of Education-approved English language proficiency test, assessing the level of reading in English, reviewing the previous academic performance of students, including their performance on standardized tests in English, and reviewing the input of teaching staff members responsible for the educational program for ELLs. Students who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator shall be considered ELLs. The district shall also use age-appropriate methodologies to identify preschool ELLs to determine their individual language development needs.

C. Bilingual Programs for English Language Learners (ELLs)

1. All Kindergarten through grade twelve ELLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 will be provided with all required courses and support services outlined in a. through g. below to prepare ELLs to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer
programs, and remedial services as needed by ELLs. The district shall also provide appropriate instructional programs to eligible pre-school ELLs based on need according to the New Jersey Preschool Program Implementation Guidelines, 2015. The guidelines provide developmentally appropriate recommendations for good practice and are intended for school districts that provide preschool programs.

a. The Board of Education shall establish English language services designed to improve the English language proficiency of ELLs whenever there are at least one, but fewer than ten ELLs enrolled in the school district. English language services shall be provided in addition to the regular school program.

b. The Board of Education shall establish an ESL program that provides at least one periods of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled in the school district.

(1) An ESL curriculum that addresses the WIDA English language development standards shall be developed and adopted by the Board to address the instructional needs of ELLs.

(2) The ESL curriculum will be cross-referenced to the district’s bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas taught.

c. The Board of Education shall establish bilingual education programs whenever there are twenty or more ELLs in any one-language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. The bilingual education programs shall:

(1) Be designed to prepare ELLs to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All ELLs participating in the bilingual programs shall also receive ESL instruction;

(2) Include a curriculum that addresses the Core Curriculum Content Standards, the WIDA English language development standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and
(3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district.

d. ELLs shall be provided with equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Content Standards, including comprehensive health and physical education, the visual and performing arts, and career awareness programs. The instructional opportunities shall be designed to assist ELLs to fully comprehend all subject matter and demonstrate their mastery of the content matter.

e. The Board of Education shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable ELLs to meet the Core Curriculum Content Standards for graduation. When sufficient numbers of students are not available to form a bilingual class in a subject area, the Board shall develop plans in consultation with and approved by the New Jersey Department of Education to meet the needs of the students.

f. The Board of Education shall design additional programs and services to meet the special needs of eligible ELLs and include, but not be limited to: remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.

g. The Board of Education may establish dual-language bilingual education programs in its schools and may make provisions for the coordination of instruction and services with the school district's world languages program. Dual-language bilingual education programs shall also enroll students whose primary language is English, and shall be designed to help students achieve proficiency in English and in a second language while mastering subject-matter skills. To the extent necessary, instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards. Where possible, classes in dual-language bilingual programs shall be comprised of approximately equal numbers of ELLs and of students whose native language is English.
2. The Board of Education may establish a program in bilingual education for any language classification with fewer than twenty students.

D. Waiver Process Provided by Statute

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

1. Instructional program alternatives shall be developed in consultation with and approved annually by the Department of Education after review of student enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist ELLs to develop sufficient English skills and subject-matter skills to meet the Core Curriculum Content Standards.

2. The instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time component; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.

3. In the event the district implements program alternatives, the district shall annually submit student enrollment and achievement data that demonstrate the continued need for these programs.

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

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

   a. Identification of students;
b. Program description;

c. Number of certified staff hired for the program;

d. Bilingual and ESL curriculum development;

e. Evaluation design;

f. Review process for exit; and

g. A budget for bilingual and ESL programs and/or or English language services.

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

F. Supportive Services

1. Students enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other students in the school district.

2. To the extent that it is administratively feasible, supportive services to ELLs, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs and their parents.

G. In-service Training

1. A plan shall be developed for in-service training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall include instructional strategies and appropriate assessments to help ELLs meet the Core Curriculum Content Standards and the WIDA English language development standards. All ESL and bilingual teachers shall receive training in the use of the ESL curriculum.
2. The Professional Development Plan of the school district shall include the needs of bilingual and ESL teachers, which shall be addressed through inservice training.

H. Certification of Staff

All teachers in these programs will hold the following certifications:


3. English Language Services - a valid New Jersey instructional certificate.

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

1. All ELLs from Kindergarten through grade twelve shall be enrolled in the bilingual, ESL, or English language services program established by the Board of Education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.

2. Students enrolled in the a bilingual, ESL, or English language services program shall be assessed annually using a Department of Education-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.

3. ELLs enrolled in the bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English-only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student’s level of English proficiency as measured by a Department of Education-established
standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum: classroom performance; the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.


5. Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:

a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher may recommend retesting with the approval of the Principal.

b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to the mainstream program.

c. The recommendation for retesting shall be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.

d. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the students.

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

J. Graduation Requirements for English Language Learners

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

K. Location of Programs

All bilingual, ESL, and English language services programs shall be conducted within classrooms within the regular school buildings of the school district pursuant to N.J.S.A. 18A:35-20.

L. Notification

1. The school district will notify by mail the parents of ELLs of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. The district shall issue the notification within thirty days of the child’s identification. Notice shall include a statement that the parents may decline their child’s enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose. The notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English, and shall include the following information:
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a. Why the student was identified as an ELL;

b. Why the student needs to be placed in a language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards;

c. The student’s level of English proficiency, how the level of English proficiency was assessed, and the student’s academic level;

d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;

e. How the program will meet the student’s specific needs in attaining English and meeting State standards;

f. The program’s exit requirements, the expected rate of transition into a classroom not tailored for ELLs and, in the case of high school students, the expected rate of graduation; and

g. How the instructional program will meet the objectives of the individualized education program of a student with a disability;

2. The school district shall send progress reports to parent(s) of students enrolled in a bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are sent to parent(s) of other students enrolled in the school district.

3. Progress reports shall be written in English and in the native language of the parent(s) of students enrolled in the bilingual and ESL program unless the school district can demonstrate and document in the three-year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the district.

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

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

N. Parental Involvement

1. The Superintendent or designee will provide for the maximum practicable involvement of parent ELLs in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs.

2. A school district that implements a bilingual education program shall establish a parent advisory committee on bilingual education of which the majority will be parents of ELLs

Issued: September 1, 2016
R 2430 CO-CURRICULAR ACTIVITIES

Philosophy of Extra-curricular Activities

In keeping with our middle school philosophy, some of the unique needs of the preadolescent in grades six through eight can be met through participation in extracurricular activities. These activities expose pupils to a wide variety of experiences which may or may not have been explored previously. Participation provides an opportunity for the development of self-esteem through positive experiences in non-academic school settings.

Extra-curricular activities also serve as a link between academic and socialization. Peer interaction and club membership develop a sense of responsibility and commitment through dedicated participation.

Purpose of Eligibility

While pupils benefit from participation in extra-curricular activities, they are expected to work up to their individual potential and to achieve academic success. Pupils need to develop a dual sense of responsibility to both academics and extra-curricular activities. Cooperation between the family and school protects pupils from becoming over-involved in community or school activities.

Procedures

1. At the middle and end of each marking quarter, teachers will review the academic status of pupils within their interdisciplinary team. The eligibility policy will be applied to any pupil who is:
   a. Failing one or more academic subject(s);
   b. Performing “D” work in two or more academic subjects; and/or
   c. In danger of dropping two or more letter grades from previous report card grades in a given subject.

   The pupil's school attendance record will also be reviewed.

2. A conference will be held between the team of teachers and each identified pupil for the purpose of reviewing the pupil's academic progress. The team of teachers will determine if, in their professional judgment, the individual pupil’s participation in an extra-curricular activity is the “cause” or “significantly” contributes to the pupil's academic difficulties.
3. If the teacher team determines that an individual pupil’s extra-curricular involvement is the cause of the academic problems, a conference will be held between the pupil’s parent(s) or legal guardian(s), the pupil and the team of teachers. The purpose of this conference will be to discuss the concern for the number of activities and/or the time commitment associated with these activities and the impact extra-curricular activities have on the pupil’s academic performance.

4. Parent(s) or legal guardian(s) and teachers will make a cooperative decision as to full, limited, or non-participation in specific extra-curricular activities as a strategy to allow for remediation of the identified academic difficulties. The details of each decision will be unique to the individual pupil as agreed to by the child’s parent(s) or legal guardian(s) and teachers.

5. If parental cooperation is not obtained, the administration will send a letter to the parent(s) or legal guardian(s) requesting further consideration of the school’s recommendation to curtail the pupil’s extra-curricular activities. The Building Principal or his/her designee will participate in any follow-up conference which may result. Parental support will be requisite to the final determination which will be a joint decision between the parent(s) or legal guardian(s) and the Building Principal.

6. Activity advisors will be appraised of and/or be included in the process above.

7. A copy of the eligibility policy will be included in the district handbook, pupil’s manual, and will be reviewed during pupil orientation in September. A statement on the permission slip will acknowledge the parent(s) or legal guardian(s) reading of the policy.

Issued: 28 January 2008
R2431.1    EMERGENCY PROCEDURES FOR ATHLETIC PRACTICES AND COMPETITIONS

A. Definitions

1. "Athletic competition" and "athletic activities" mean all practice sessions and competitive contests, games, events, and exhibitions with individual pupils or teams of one or more schools of this district or of other districts and include cheerleading.

2. "Health personnel" means the school nurse, the school medical inspector, the designated team doctor, a licensed physician, and members of the first aid squad or ambulance team.

3. "Parent" means the parent(s) or legal guardian(s) having legal custody and control of a pupil.

4. "Pupil" means a pupil enrolled in this district and a pupil enrolled in any district who is present in this district for the purpose of participating in a program of athletic competition sponsored by the Board of Education.

B. Precautions

1. All athletic coaches, including assistant coaches, will be trained in first aid and in the identification of injured and disabled pupil athletes.

2. Athletic coaches are responsible at all times for the supervision of pupils to whom they have been assigned. Pupils shall not be left unattended at any time.

3. Pupils who participate in athletic competition shall be trained in proper athletic procedures, in the proper use of athletic equipment, and in the proper use of protective equipment and clothing.

4. Pupil athletes shall be required to report promptly to the athletic coach any injury or disability occurring to the pupil himself/herself or to another pupil.

5. First aid supplies and equipment shall be readily available at all athletic activities and shall be maintained in proper condition.

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

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

1. The athletic coach shall immediately notify the health personnel present at the activity and the health personnel shall assume responsibility for the emergency treatment of the pupil.

2. If no health personnel are present, or if none can be immediately summoned to the pupil's aid, the athletic coach shall administer such first aid as may be necessary.

3. If the pupil's injury or disability requires more than routine first aid, the athletic coach shall:
   a. Summon an ambulance by calling 911, or
   b. Arrange for the pupil's transportation to the nearest hospital or the office of the school medical inspector.

4. The athletic coach or his/her designee shall promptly notify the Building Principal, the Superintendent, and the pupil's parent(s) or legal guardian(s) of the pupil's injury or disability and the condition and location of the pupil.

5. An injured or disabled pupil who has been transported away from school premises must be accompanied by the athletic coach, a member of the athletic department, a health professional, or other responsible adult known to the athletic coach.

D. Reports

1. The athletic coach shall complete and file a report of every injury that occurs to a pupil in the course of his/her participation in the athletic program of this district that required follow-up medical attention. The report shall include:
   a. The date of the incident,
   b. The name, age, grade level, and gender of each injured or disabled pupil,
   c. The district in which the pupil is enrolled,
   d. The name and district of each pupil involved in the incident,
   e. A narrative account of the incident,
   f. A detailed description of the injury or disability,
   g. The treatment given on school premises and the names of the health personnel, if any, who treated the pupil,
   h. The place, if any, to which the pupil was taken and the persons who accompanied the pupil, and
   i. Evidence of notice given to the pupil's parent(s) or legal guardian(s).
2. Copies of the report shall be filed with the school nurse and the building Principal.

3. The Building Principal shall report the incident to the Superintendent.

4. A copy of each report of an incident of pupil injury that occurs in the course of athletic activities shall be maintained by the school nurse, who shall analyze reports for patterns that indicate a need for revision of the district's safety and/or athletic program.

E. Readmission to Athletic Activities

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

Adopted: 14 August 2007
R 2431.2 MEDICAL EXAMINATION PRIOR TO PARTICIPATION ON A SCHOOL-SPONSORED INTERSCHOLASTIC OR INTRAMURAL TEAM OR SQUAD

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

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

A. Required Medical Examination

1. The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season and shall be conducted by a licensed physician, advanced practice nurse (APN), or physician assistant (PA).


a. Prior to performing a preparticipation physical examination, the licensed physician, APN, or PA who performs the student-athlete’s physical examination shall complete the Student-Athlete Cardiac Screening professional development module and shall sign the certification statement on the PPE form attesting to the completion, pursuant to N.J.S.A. 18A:40-41.d.
(1) If the PPE form is submitted without the signed certification statement and the school district has confirmed that the licensed physician, APN, or PA from the medical home did not complete the module, the student-athlete’s parent may obtain a physical examination from a physician who can certify completion of the module or request that the school physician provides the examination.

b. The medical report shall indicate if a student is allowed or not allowed to participate in the required sports categories and shall be completed and signed by the original examining physician, APN, or PA.

c. An incomplete form shall be returned to the student’s medical home for completion unless the school nurse can provide documentation to the school physician that the missing information is available from screenings completed by the school nurse or physician within the prior 365 days.

3. Each student whose medical examination was completed more than ninety days prior to the first day of official practice in an athletic season shall provide a health history update questionnaire completed and signed by the student’s parent. The completed health history update questionnaire shall include information listed below as required by N.J.S.A. 18A:40-41.7.b. The completed health history update questionnaire shall be reviewed by the school nurse and, if applicable, the school athletic trainer and shall include information as to whether, in the time period since the date of the student’s last preparticipation physical examination, the student has:

a. Been advised by a licensed physician, APN, or PA not to participate in a sport;

b. Sustained a concussion, been unconscious, or lost memory from a blow to the head;

c. Broken a bone or sprained, strained, or dislocated any muscles or joints;

d. Fainted or blacked out;
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Intramural Team or Squad

e. Experienced chest pains, shortness of breath, or heart racing;

f. Had a recent history of fatigue and unusual tiredness;

 g. Been hospitalized, visited an emergency room, or had a significant
medical illness;

h. Started or stopped taking any over the counter or prescribed
medications; or

i. Had a sudden death in the family, or whether any member of the
student’s family under the age of fifty has had a heart attack or
heart trouble.

4. The school district shall provide to the parent written notification signed
by the school physician stating approval of the student’s participation in
athletics based upon the medical report or the reasons for the school
physician’s disapproval of the student’s participation.

5. The Board of Education will not permit a student enrolled in grades six to
twelve to participate on a school-sponsored interscholastic or intramural
team or squad unless the student submits a PPE form signed by the
licensed physician, APN, or PA who performed the physical examination
and, if applicable, a completed health history update questionnaire,
pursuant to N.J.S.A. 18A:40-41.7.c.

B. Sudden Cardiac Arrest Pamphlet

The school district shall distribute to a student participating in or desiring to
participate in an athletic activity and the student’s parent, each year and prior to
participation by the student in an athletic activity, the sudden cardiac arrest
pamphlet developed by the Commissioner of Education in accordance with the

1. A student and his or her parent shall, each year and prior to the participation
of the student in an athletic activity, sign and return to the student’s school the
form developed by the Commissioner acknowledging the receipt and review
2. The Commissioner shall distribute the pamphlet, at no charge, to all school districts and nonpublic schools, pursuant to N.J.S.A. 18A:40-41.b.

3. “Athletic activity” for the purposes of N.J.S.A. 18A:40-41 means: interscholastic athletics; an athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school district or nonpublic school, including cheerleading and club-sponsored sports activities; and any practice or interschool practice or scrimmage for those activities.

C. Use and Misuse of Opioid Fact Sheet

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

1. The district shall distribute the educational fact sheet annually to the parents of student-athletes and cheerleaders and shall obtain a signed acknowledgment of the receipt of the fact sheet by the student-athlete or cheerleader and his or her parent pursuant to N.J.S.A. 18A:40-41.10(b).

2. The fact sheet and sign-off sheet shall be distributed and the sign-off sheet shall be completed and returned to the school annually prior to the student-athlete’s or cheerleader’s first official practice of the school year.

Adopted: September 11, 2018
R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

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

A. Interscholastic Athletic Head Injury Training Program

1. The school district will adopt an Interscholastic Athletic Head Injury Training Program to be completed by the school physician, all staff members that coach an interscholastic sport, school nurses, and other appropriate school district personnel as designated by the Superintendent.

2. This Training Program shall be in accordance with the guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.1 et seq.

B. Prevention

1. The school district will require self-reported pre-season baseline testing of all student-athletes before the student-athlete begins participation in an interscholastic athletic program or activity. The baseline testing checklist shall be reviewed and approved by the school physician trained in the evaluation and management of sports-related concussions and other head injuries.

2. The Principal or designee will review educational information for student-athletes on prevention of concussions.

3. All school staff members, student-athletes, and parents of student-athletes shall be informed through the distribution of the Center for Disease Control’s Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.
C. Signs or Symptoms of Concussion or Other Head Injury

1. Possible signs of concussions can be observed by coaches, school physician, school nurse, or other school staff members. Possible signs of a concussion may be, but are not limited to, the student-athlete:

   a. Appears dazed, stunned, or disoriented;

   b. Forgets plays, or demonstrates short-term memory difficulty;

   c. Exhibits difficulties with balance or coordination;

   d. Answers questions slowly or inaccurately; and/or

   e. Loses consciousness.

2. Possible symptoms of concussion shall be reported by the student-athlete to coaches, school physician, school nurse, and/or parent. Possible symptoms of a concussion are, but not limited to:

   a. Headache;

   b. Nausea/vomiting;

   c. Balance problems or dizziness;

   d. Double vision or changes in vision;

   e. Sensitivity to light or sound/noise;

   f. Feeling sluggish or foggy;

   g. Difficulty with concentration and short-term memory;

   h. Sleep disturbance; or

   i. Irritability.
D. Emergency Medical Attention for Concussion or Other Head Injury

1. Any student-athlete who is exhibiting the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall immediately be removed from play and activities and may not return to the practice or competition that day.

2. The school staff member supervising the student-athlete when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury shall immediately contact emergency medical assistance when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed.

3. The school staff member supervising the student-athlete when the student-athlete is exhibiting signs or symptoms of a sports-related concussion or other head injury during practice or competition shall report the occurrence to the Principal or designee. The Principal or designee shall contact the student-athlete’s parent and inform the parent of the suspected sports-related concussion or other head injury.

E. Sustained Concussion or Other Head Injury

1. A student-athlete who participates in interscholastic athletics and who sustains or is suspected of sustaining a concussion or other head injury shall immediately be removed from practice or competition and shall be required to have a medical examination conducted by their physician or licensed health care provider. The student-athlete's physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.

2. The student-athlete suspected of sustaining a concussion or other head injury shall be provided a copy of Board of Education Policy and Regulation 2431.4 and a copy of Board of Education approved suggestions for management/medical checklist to provide to their parent and their physician or licensed health care professional.
3. The student-athlete's physician must provide to the school district, upon the completion of a medical examination, a written medical release/clearance when the student-athlete is able return to the activity. The release/clearance must indicate:

   a. The medical examination determined the injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to the interscholastic athletic activity; or

   b. The medical examination determined the injury was a concussion or other head injury, the student-athlete is asymptomatic at rest, and can begin the graduated return to competition and practice protocol outlined in F. below.

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

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

F. Graduated Return to Competition and Practice Protocol

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

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

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

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

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

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

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

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

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

2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting, and watching movies if a pupil is sensitive to light/sound, can slow a pupil's recovery. In accordance with the Centers for Disease Control's toolkit on managing concussions, the Board of Education may look to address the pupil's cognitive needs in the following ways. Pupils who return to school after a concussion may need to:

   a. Take rest breaks as needed;
   b. Spend fewer hours at school;
c. Be given more time to take tests or complete assignments (all courses should be considered);
d. Receive help with schoolwork;
e. Reduce time spent on the computer, reading, and writing; and/or
f. Be granted early dismissal from class to avoid crowded hallways.

Adopted: August 25, 2011
R 2432 SCHOOL SPONSORED PUBLICATIONS

A. Objectives

The program of school sponsored publications is intended to:

1. Disseminate news to those who are actively interested in the school -- pupils, teachers, parent(s) or legal guardian(s), administrators, alumni/ae, and other members of the school community;

2. Provide a means for the expression of thought;

3. Foster a wholesome school spirit and support the best traditions of the school;

4. Promote and encourage other school sponsored activities;

5. Provide training and experience in journalism, graphics, photography, and creative writing;

6. Create an appreciation for the best forms of journalism both in and out of school;

7. Record the history of the school;

8. Assist the district’s public information program; and

9. Teach pupils the rights and responsibilities of the press in a free society.

B. Guidelines

1. Excellence in writing will be sought, and the ethics of responsible journalism will determine what will be printed. All facts printed will be based on careful research.

2. Pupils will have a right to their views and attitudes on all issues with the proviso that the tenor of articles and stories submitted will not violate the prohibitions of ¶C.

3. Constructive criticism is encouraged.

4. A by-line will accompany every printed article or story.

C. Prohibited Material

No school sponsored publication may contain materials that:

1. Are grossly prejudicial to an ethnic, national, religious, or racial group or to either gender;

2. Libel any person or persons;
3. Infringe rights of privacy protected by law or regulation;

4. Seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other;

5. Advocate the use or advertise the availability of any substance or material that constitutes a direct and substantial danger to the health of pupils;

6. Contain obscenity or material otherwise deemed to be harmful to impressionable pupils;

7. Incite violence, advocate the use of force, or urge the violation of law or school regulations;

8. Advertise goods or services for the benefit of profit making organizations;

9. Solicit funds for nonschool organizations when such solicitations have not been approved by the Board;

10. Promote, favor, or oppose any candidate for election to the Board or the adoption of any bond issue, proposal, or question submitted at any school election; or

11. Except as may be required for literary purposes, do not conform to acceptable standards of grammar, clear expression, and responsible research.

D. Review Procedures

1. To ensure compliance with these rules, all material intended for publication in a school sponsored publication will be reviewed by the advisor.

2. The author of material found unacceptable for publication in a school sponsored publication pursuant to ¶D1 may appeal that decision to the Principal.

3. The Principal will promptly convene a committee comprised of the advisors of the school newspaper and yearbook.

4. The committee will review the appeal, including the material and the advisor’s specific reason for rejecting the material, and will render an advisory opinion to the Principal.

5. The Principal will decide whether or not the material may be published and will deliver his/her decision to the appellant within two school days of the receipt of the appeal.

6. If the Principal denies publication, the author may appeal that decision to the Superintendent and any adverse decision of the Superintendent may be appealed to the Board of Education. At each level, a decision will be made within three school days of the receipt of the appeal.
E. Faculty Duties

Faculty advisors to school sponsored publications shall:

1. Serve in a liaison capacity between the staff of the publication and the faculty and administration;

2. Instruct members of the publication staff in proper journalistic techniques and standards;

3. Offer editorial advice and suggestion when necessary;

4. Interpret the publication guidelines set forth in ¶C;

5. Review material intended for publication; and

6. Proofread each publication before it is printed and distributed.

F. Distribution

1. Distribution of school publications will be limited to those times and places that best serve the purpose of reaching the designated audience without disturbing normal school building activities.

2. Any materials discarded or not distributed must be retrieved or retained to avoid litter.
R 2440 SUMMER SESSION

A. Definitions

1. "Summer session" means the instructional program operated by this school district during the summer months.

2. "Remedial course" means any course or subject that is a review of a course or subject the pupil has previously taken and for which credits or placement may be awarded upon successful completion of the course.

3. "Advancement course" means any course or subject the pupil has 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.

4. "Enrichment course" means any course or subject of a vocational nature for which no credits are to be awarded.

B. Instructional Program

1. Summer session will be staffed in accordance with the provisions of N.J.A.C. 6A:32-10.4.

2. Remedial, advancement, and enrichment courses may be offered by the school district during the summer session to meet pupil needs.

3. Summer session classes will meet the following standards:

a. To receive advanced credit for a subject not previously taken, the pupil shall receive class instruction in the summer session under standards equal to those during the regular term:

   (1) 3600 minutes for two and one-half high school credits, or

   (2) 7200 minutes for five high school credits.

b. Full-year subjects which are given for review, remediation, or for other purposes not including advanced credit shall be conducted for sixty hours of instruction under standards equal to those during the regular term or through an established number of curricular activities as determined by the Board of Education and approved by the Executive County Superintendent.
4. Time spent on homework and in a study hall shall not be included in the minimum class times set forth in paragraph B.3.a. and b.

C. Staffing

1. Summer session positions will be filled in accordance with district practice and/or the negotiated contract.

2. In each school, a member of the administrative, supervisory, or teaching staff who is certified as an administrator shall be assigned the responsibilities of administration and supervision of the summer session.

3. All summer session teaching staff members shall possess valid certificates.

4. Curriculum enrichment may involve resource persons serving for specific periods of time under the supervision of a certified administrator, supervisor, or teacher.

D. Operations

1. The staff member responsible for the administration and supervision of the summer session shall submit a calendar of the summer session instruction to the Superintendent for approval.

2. The calendar will include the daily hours of the summer session.

3. The Board of Education shall approve the district’s summer session. Upon Board approval, the Superintendent of Schools shall obtain approval for the summer session from the Executive County Superintendent of Schools.

4. Summer session teachers will be bound by all Board policies applicable to instruction and teacher responsibility.
E. Eligibility of Pupils

1. Teaching staff members in the regular school program will be alert to those pupils who would benefit from attendance at remedial or advancement courses in the summer session and will report such pupils to the Principal who will recommend summer session enrollment to the pupil.

2. Pupils may be enrolled in a remedial course only with the recommendation of the Principal of the school in which the pupil regularly attends.

3. The Principal’s recommendation shall state in writing the name of the subject(s) which the pupil may take and the purpose for which the subject is taken.

4. Pupils may be enrolled in advancement courses only on the recommendation of a teacher and with the recommendation of the Principal of the school in which the pupil regularly attends. A pupil may be enrolled in no more than the equivalent of one year’s work in a subject in an advancement course.

5. Enrichment courses in the summer session are open to all resident pupils and may be open, upon Board approval, to nonresident pupils as space permits. A pupil may be enrolled in no more than the equivalent of one year’s work in a subject in an enrichment course.

6. No pupil will be required to attend the summer session as a condition of promotion or for any other reason.

F. Pupil Conduct

1. Summer session pupils will be governed by the rules of conduct established for pupils in the regular school session. Rules regarding substance abuse, smoking, and aggressive, assaultive, insulting, and insubordinate behavior, among others, will be in full force and effect.

2. Pupils who violate the rules of conduct or disobey persons in authority will be subject to discipline, which may include expulsion from the summer session. A pupil recommended for expulsion from the summer session will be given an administrative hearing in which the pupil will be given an opportunity to explain his/her conduct. Summer session is not a part of the thorough and
efficient system of free education to which the pupil is entitled by law, and expulsion from the summer session does not involve the deprivation of a right.

3. The school dress code policy will be applicable for the summer session; however, the Superintendent of Schools may adjust the dress code policy.

I. Tuition

1. Tuition will be charged to parent/guardian for enrichment courses only.

2. Payment of tuition must be made in full to the Principals office before the first day of the summer session.

3. Tuition will be refunded if the request for refund is received by the staff member responsible for the administration and supervision of the summer session within one day before the first day of the summer session.

Issued: June 7, 2011
R 2460 SPECIAL EDUCATION

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

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

Definitions:

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

Adopted: August 17, 2017
R 2460.1 SPECIAL EDUCATION - LOCATION, IDENTIFICATION, AND REFERRAL

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

A. Procedures for Locating Students With Disabilities

1. The Supervisor of Special Education and Related Services will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the school district or attend nonpublic schools within the school district and who may have a disability.

2. By the end of each school year, the Supervisor of Special Education and Related Services or his/her designee will conduct child find activities, in the native language of the population, as appropriate, including but not limited to:
   b. Broadcasting of child find information on the school district cable television station. (if applicable)
   c. Distribution of flyers to the parents of all students enrolled in the school district.
   d. Mailing of child find material to nonpublic schools in the area.
   e. Mailing of child find material to local pediatricians, hospitals and clergy.
   f. Public service announcements on the local foreign language radio stations and cable television stations.
   g. Public service announcements in local newspapers.
   h. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
i. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.

j. A guide to preschool services for potentially disabled children ages three to five is made available on the District website.

k. Posting of State developed child find materials on the District website for potentially disabled students and/or early intervention program.

l. Training of home school advocate/school community liaisons or others to assist in the identification of potentially disabled students.

m. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district’s preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.

n. Information is distributed through the Parent Advisory Committee.

o. School handbooks distributed to parents contain information describing special education services.

p. Distribution of information to the school district’s ESL/Bilingual teachers describing child find activities.

q. Students entering Kindergarten are screened to identify students who may have a disability.

r. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.

B. Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for students ages 5 to 14, to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);

2. Descriptive behavior of student performance; and

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

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

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

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

1. The implementation and effectiveness of building level I&RS Committee;

2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and

3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.

4. The I&RS Committee shall:

   a. Plan and provide appropriate intervention services;

   b. Actively involve the parent(s) in the development and implementation of intervention plans;

   c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;

   d. Coordinate the services of community based social and health provider agencies;

   e. Process and complete the documentation forms;

   f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; and

   g. Ensure the type, frequency, duration, and effectiveness of the interventions are documented.
5. The Building Principal will insure that:
   a. I&RS Committee receive in-service training by the Building Principal or designee by October 15 each school year;
   b. Staff handbooks are updated by September 1 and include information regarding intervention procedures;
   c. New instructional staff attend the district's orientation program commencing in the month of August which includes information on I&RS Committee;
   d. Parent/student handbooks distributed in the month of % and include information on intervention services.

C. Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal’s office, the Child Study Team (CST) office, and the Office of Special Education and Related Services.

1. Parental Notification of Referral Procedures

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

2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:
   a. The written request shall be received and dated by the Principal.
   b. The written request shall be immediately forwarded to the office of special services/special education;
   c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and any forms used to open a case;
d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;

e. The assigned case manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;

f. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);

g. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet; and

h. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.

3. School Initiated Referral

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

a. It is determined through the I&RS Committee that interventions in the general education program have not been effective in alleviating the student’s educational difficulties.

b. It can be documented that the nature of the student’s educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.

c. The Principal, through in-service training, shall ensure that students are referred who may have a disability, but are advancing from grade to grade.

(1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
(a) As part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the student continues to require specially designed services to progress in the general education curriculum; and

(b) The use of functional assessment information supports the IEP team’s determination.

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

a. A referral to the CST will be completed by the referring staff member;

b. I&RS documentation including, but not limited to: teacher reports, grades and other relevant data (optional: the intervention record) shall be forwarded with the referral to the CST along with any other relevant data;

c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student’s problem is such that the evaluation is warranted without delay;

d. The referral should be dated upon receipt by the CST;

e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;

f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;

g. The assigned case manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;

h. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);
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Special Education - Location, Identification, and Referral

i. The notice shall contain “Parental Rights in Special Education” (PRISE); and

j. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.

4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(i).

5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.

6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member’s conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.

7. The parent(s) must receive a copy of their child’s evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.

8. A student may be referred directly to the CST when warranted.

Adopted: August 17, 2017
A free and appropriate public education is available to all students with disabilities between the ages of three and twenty-one including students with disabilities who have been suspended or expelled from school.

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

1. School officials responsible for implementing suspensions/expulsions in the district are the following: (List school officials/designees by district organizational level.)

   Grades Six – Eight: Principal/Vice Principal or designee;

   Grades Pre-Kindergarten – Five: Principal/Vice Principal or designee;

2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation.)

   a. Removal for at least half of the school day shall be reported via the Student Safety Data System (SSDS).

3. Each Principal or designee will ensure that a system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons. Documentation will include:

   a. Student’s name;
   b. The infraction;
   c. Time suspended; and
   d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.
4. When a student is suspended from transportation:
   a. Suspension from transportation is not counted as a day of removal if the student attended school.
   b. Suspension from transportation is counted as a day of removal if the student does not attend school.
   c. If transportation is included in the student’s IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
   d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the student does not attend school.

5. When a student with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:
   a. Opportunity for the student to participate and progress in the general curriculum,
   b. Services and modifications specified in the student’s IEP,
   c. Interaction with peers who are not disabled to the extent they would have in the current placement, and
   d. The student is counted as present for the time spent in the in-school suspension program.

6. When a series of short-term removals will accumulate to more than ten school days in the year:
   a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager.
b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, the case manager, and special education teacher will consult to determine the extent to which services are necessary to:

(1) Enable the student to participate and progress appropriately in the general education curriculum; and

(2) Advance appropriately toward achieving the goals set out in the student’s IEP.

c. Written documentation of the consultation and services provided shall be maintained in the student’s file.

7. When a disabled student is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, Individuals with Disabilities Education Act Amendments of 2004, 20 U.S.C. §1415(k). The IEP Team shall:

a. Review the behavioral intervention plan and its implementation;

b. Determine if modifications are necessary; and

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

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

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

Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Students with Disabilities
To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP’s in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent of a preschool-age student suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the Preschool Coordinator or Supervisor of Special Education and Related Services.

2. Upon receipt of the written request, the request shall be dated and signed by the recipient.

3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).

4. A file will be initiated for the potentially disabled preschooler:
   a. The case manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;
   b. A “Notice of Referral/Identification Meeting” will be sent to the parent(s);
   c. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet;
   d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district’s program; and
   e. A program shall be in place no later than ninety calendar days from the date of consent.

Procedures Regarding the Provision of a Free, Appropriate Public Education to Students with Disabilities Who Are Advancing From Grade to Grade
The District, through in-service training, shall ensure students with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the student continues to require specially designed services to progress in the general education curriculum and the use of functional assessment information supports the IEP Team’s determination.

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

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

Adopted: October 15, 2019
Children with disabilities participating in early intervention programs (EIP) assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14-1.1 et seq. will experience a smooth transition and will have an Individualized Education Program (IEP) developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

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

1. The district will make available a CST member to participate in the preschool transition planning conference arranged by the designated Part C service coordinator from the early intervention system and will:
   a. Review the Part C Individualized Family Service Plan for the child;
   b. Provide the parent(s) written district registration requirements;
   c. Provide the parent(s) written information with respect to available district programs for preschool students, including general education placement options; and
   d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child’s initial IEP meeting.

2. The district will work collaboratively with the EIP designated Part C service coordinator or early intervention system to eliminate barriers regarding meeting times and locations.

3. School district officials shall adhere to all procedures contained in N.J.A.C. 6A:14-1.1 et seq. for transitioning children with disabilities from EIP to preschool programs.

4. The Part C service coordinator shall be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

Adopted: August 17, 2017
R 2460.15 SPECIAL EDUCATION – IN-SERVICE TRAINING NEEDS FOR PROFESSIONAL AND PARAPROFESSIONAL STAFF (M)

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

The district will maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;

2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;

3. Acquire and disseminate to teachers, administrators, Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials, and technology;

4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and

5. Provide for joint training activities of parents and special education, related services, and general education personnel.

Adopted: August 17, 2017
R 2460.16 SPECIAL EDUCATION - INSTRUCTIONAL MATERIAL TO BLIND OR PRINT-DISABLED STUDENTS

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

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

1. Be included in the Individualized Education Program of each student with a disability;

2. Set forth the instructional materials needed by the student;

3. Indicate how the instructional material will be provided to the blind or print-disabled student; and

4. Address any assistive technology needed to permit the student to utilize the instructional material to be provided.

Adopted: August 17, 2017
R 2461 SPECIAL EDUCATION/RECEIVING SCHOOLS

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

R 2461.01 Special Education/Receiving Schools – IEP Implementation (M)
R 2461.02 Special Education/Receiving Schools – Suspension (M)
R 2461.03 Special Education/Receiving Schools – Pupil Records (M)
R 2461.04 Special Education/Receiving Schools – Special Education and Related Services (M)
R 2461.05 Special Education/Receiving Schools – IEP Compliance (M)
R 2461.06 Special Education/Receiving Schools – Highly Qualified and Appropriately Certified Staff (M)
R 2461.07 Special Education/Receiving Schools – Termination of Placement (M)
R 2461.08 Special Education/Receiving Schools – In-Service Training (M)
R 2461.09 Special Education/Receiving Schools – Statewide and District-Wide Assessment Programs (M)
R 2461.10 Special Education/Receiving Schools – Full Educational Opportunity (M)
R 2461.11 Special Education/Receiving Schools – Staff Consultation (M)
R 2461.12 Special Education/Receiving Schools – Length of School Day and Academic Year (M)

Definitions:

Refer to N.J.A.C. 6A:14 and the Individuals with Disabilities Education Act for definitions of terms used in Regulations 2461.01 through 2461.12.

Issued: February 15, 2008
Re-Issued: June 7, 2011
Pupils with disabilities who are placed in a receiving school by a district Board of Education must have an Individualized Education Program (IEP) in effect prior to the delivery of services.

A. Procedures For Ensuring The Pupil’s Individualized Education Program (IEP) Can Be Implemented

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

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

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

Issued: February 15, 2008
Re-Issued: June 7, 2011
The receiving school will collaborate with the sending district Board of Education to ensure that a free, appropriate public education is available for all pupils with disabilities between the ages of three and twenty-one enrolled in the receiving school including pupils with disabilities who are suspended from school.

A. Procedures For Collaboration For Pupils With Disabilities Including Pupils With Disabilities Who Are Suspended From School

1. The lead administrator is responsible for implementing suspensions in the receiving school.

2. Each time a pupil with a disability is removed from his/her current placement for disciplinary reasons, the lead administrator will notify the case manager of the sending district.

3. The Building Principal or his/her designee will have a system in place to track the number of days a pupil with disabilities has been removed for disciplinary reasons.

4. Suspension of a pupil with a disability from transportation will be counted as a day of removal if the pupil does not attend school.

5. Removal of a pupil with a disability for a portion of the school day will be counted proportionately.

6. If the receiving school has an in-school suspension program, participation in the in-school suspension program will not be counted as a day of removal if the program provides the following:

   a. An opportunity for the pupil to progress in the general curriculum;

   b. Services and modifications specified in the pupil’s IEP;

   c. Interaction with peers who are not disabled to the extent they would have interaction in the current placement; and
d. The pupil is counted as present for the time spent in the in-school suspension program.

7. When a series of short-term removals will accumulate to more than ten school days in the year:

a. Personnel from the receiving school, officials of the sending district, and the sending district case manager will consult to determine whether the removals constitute a change in placement. (N.J.A.C. 6A:14-2.8(c)2). The determination of whether a series of removals constitute a change in placement is made by the public sending school district officials;

b. Written documentation of the consultation between officials of the sending district, personnel from the receiving school, and the case manager of the sending district will be maintained by the case manager;

c. If it is determined that there is no change in placement, school officials of the sending district, the case manager of the sending district, and special education teacher at the receiving school will consult to determine the extent to which services are necessary to:

(1) Enable the pupil to participate and progress appropriately in the general education curriculum; and

(2) Advance appropriately toward achieving the goals set out in the pupil’s IEP.

d. Written documentation of the consultation and services provided will be maintained by the case manager.
R 2461.03 SPECIAL EDUCATION/RECEIVING SCHOOLS – PUPIL RECORDS

The school district will comply with the requirements for pupil records in accordance with the provisions as outlined in N.J.A.C. 6A:32-7 - Student Records.

Issued: February 15, 2008
Re-Issued: June 7, 2011
R 2461.04  SPECIAL EDUCATION/RECEIVING SCHOOLS – SPECIAL EDUCATION AND RELATED SERVICES

The school district will comply with the requirements for special education and related services at no cost to the parent of a special education pupil in accordance with the provisions as outlined in N.J.A.C. 6A:14-1.1(d) and 6A:14-7.5(b)3.

Issued: June 7, 2011
R 2461.05 SPECIAL EDUCATION/RECEIVING SCHOOLS –
IEP COMPLIANCE

The programs and services provided by the receiving school will be in accordance with
the requirements of N.J.A.C. 6A:14-1.1 et seq.

A. Procedures to Ensure the Provision of Services Required by the Individualized
   Education Program (IEP)

1. If a change in the delivery of special education or related services is
   necessary due to a change in personnel or pupil need, the receiving school
   will contact the sending district to convene an IEP team meeting to review
   and, if appropriate, revise the IEP.

Issued: February 15, 2008
Re-Issued: June 7, 2011
R 2461.06 SPECIAL EDUCATION/RECEIVING SCHOOLS – HIGHLY QUALIFIED AND APPROPRIATELY CERTIFIED STAFF

The school district will comply with the requirements that all personnel serving pupils with disabilities be highly qualified and appropriately certified and licensed, where a license is required, in accordance with the provisions as outlined in N.J.A.C. 6A:14-1.2(b)13.

Issued: June 7, 2011
R 2461.07  SPECIAL EDUCATION/RECEIVING SCHOOLS – TERMINATION OF PLACEMENT

The school district will comply with the requirements for termination of a pupil’s placement in accordance with the provisions as outlined in N.J.A.C. 6A:14-7.7(a) and (b).

Issued: June 7, 2011
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R 2461.08  SPECIAL EDUCATION/RECEIVING SCHOOLS –
IN-SERVICE TRAINING

The school district will comply with the in-service training needs for professional and
paraprofessional staff who provide special education, general education, or related
services as these staff members will be identified and appropriate in-service training will
be provided in accordance with the provisions as outlined in N.J.A.C. 6A:14-1.2(b)14.

Issued: February 15, 2008
Re-Issued: June 7, 2011
R 2461.09  SPECIAL EDUCATION/RECEIVING SCHOOLS – STATEWIDE AND DISTRICT-WIDE ASSESSMENT PROGRAMS

The school district will comply with the requirements for Statewide and district-wide assessments in accordance with the provisions as outlined in N.J.A.C. 6A:14-4.10.

Issued: June 7, 2011
R 2461.10  SPECIAL EDUCATION/RECEIVING SCHOOLS – FULL
EDUCATIONAL OPPORTUNITY

The school district will comply with the requirements for full educational opportunity in accordance with the provisions as outlined in N.J.A.C. 6A:14-1.1.

Issued: June 7, 2011
R 2461.11 SPECIAL EDUCATION/RECEIVING SCHOOLS – STAFF CONSULTATION

The school district will comply with the requirements for staff consultation in accordance with the provisions as outlined in N.J.A.C. 6A:14-4.5(d).

Issued: June 7, 2011
R 2461.12 SPECIAL EDUCATION/RECEIVING SCHOOLS – LENGTH OF SCHOOL DAY AND ACADEMIC YEAR

The receiving school will ensure that the length of the school day and academic year shall be as long as that established for nondisabled pupils in accordance with N.J.A.C. 6A:14-4.1(c) and must include at least four hours of actual school work instruction in accordance with N.J.A.C. 6A:14-7.6(i).

A. Procedures To Ensure The Length Of The School Day And Academic Year Are As Long As That Established For Nondisabled Pupils

1. The receiving school will ensure that the length of a school day and academic year is consistent with a sample daily schedule and school calendar from one of their sending school districts and must reflect the appropriate age/grade level for those pupils who attend the receiving school (e.g. elementary, middle, and/or high school).

2. The receiving school will maintain documentation of the school calendar of the sending district, along with the receiving school’s calendar, to ensure compliance.

3. The receiving school will maintain documentation of a sample pupil daily schedule from a sending school district, along with a sample of the receiving school’s daily schedule, to ensure compliance.

4. The receiving school will not include shortened school days in its daily schedule or calendar unless such days are reflected in the sending school sample daily schedule and/or school calendar.

5. Any shortened school days for an individual pupil will be implemented, as needed on an individual basis, and must be reflected in each pupil’s Individualized Education Program (IEP).

Issued: June 7, 2011
A. Overall Criteria

All assessment instruments must be administered by an evaluator who is skilled and qualified as required by the assessment instrument. The assessment must be administered and scored in conformance with the test publisher’s instructions. Assessments are to be chosen based on their relevancy to the educational question to be addressed by the evaluation. All instruments must be the current edition.

B. Evaluation Report

The evaluator must prepare a written report which includes the following:

1. Student Name;
2. Date of Birth;
3. Current Age;
4. Current Grade;
5. Date(s) of testing;
6. A list of all information/data reviewed;
7. A list of all assessments/data conducted as part of the assessment;
8. A clear explanation of the testing and assessment results;
9. Standard scores for all assessments where standard scores are available; and
10. Evaluator’s signature with date.

C. Location of Evaluator

If an independent contractor is utilized, the evaluator must be located in New Jersey.
Qualifications of Evaluators and Costs for Independent Educational Evaluations

The qualifications of evaluators and maximum allowable costs for Independent Educational Evaluations are set forth below. All certifications and/or licenses must be current.

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Qualifications</th>
<th>Maximum Allowable Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Evaluation/Academic</td>
<td>Certified LDT-C or alternative license and/or credentials and qualified to</td>
<td>$600</td>
</tr>
<tr>
<td>Achievement</td>
<td>administer chosen assessments as required by publisher</td>
<td></td>
</tr>
<tr>
<td>Behavior Consultation</td>
<td>Certified School Psychologist or Certified BCBA or Licensed Psychologist or</td>
<td>$500</td>
</tr>
<tr>
<td></td>
<td>Psychiatrist</td>
<td>(FBA $2,800)</td>
</tr>
<tr>
<td>Assistive Technology Evaluation</td>
<td>Licensed Audiologist</td>
<td>$750</td>
</tr>
<tr>
<td>Auditory Processing/ Hearing Acuity</td>
<td></td>
<td>$650</td>
</tr>
<tr>
<td>Bilingual Evaluation</td>
<td>Certified LDT-C; Licensed Psychologist or Certified School Psychologist;</td>
<td>$425 ea.</td>
</tr>
<tr>
<td></td>
<td>Certified School Social Worker</td>
<td></td>
</tr>
<tr>
<td>Cognitive/ Intellectual</td>
<td>Licensed Psychologist or Certified School Psychologist</td>
<td>$900</td>
</tr>
<tr>
<td>Health or Medical</td>
<td>Licensed Physician</td>
<td>$150</td>
</tr>
<tr>
<td>Neurological</td>
<td>Licensed Neurologist</td>
<td>$600</td>
</tr>
<tr>
<td>Neuropsychological</td>
<td>Licensed Psychologist with American Board of Clinical Neuropsychology or</td>
<td>$3,500</td>
</tr>
<tr>
<td></td>
<td>comparable Board Certification</td>
<td></td>
</tr>
<tr>
<td>Service Description</td>
<td>Provider Description</td>
<td>Cost</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Neuropsychiatric</td>
<td>Certified Neuropsychiatrist</td>
<td>$1,500</td>
</tr>
<tr>
<td>Occupational and Physical Therapy Evaluation</td>
<td>Licensed Occupational Therapist; Physical Therapist</td>
<td>$700</td>
</tr>
<tr>
<td>Psychiatric Evaluation</td>
<td>Licensed Psychiatrist</td>
<td>$800</td>
</tr>
<tr>
<td>Social/Emotional</td>
<td>Certified School Social Worker</td>
<td>$700</td>
</tr>
<tr>
<td>Speech and Language</td>
<td>Certified or Licensed Speech/Language Specialist or Speech/Language Pathologist</td>
<td>$700</td>
</tr>
<tr>
<td>Swallow/Feeding Evaluation</td>
<td>Certified or Licensed Speech/Language Specialist or Speech/Language Pathologist</td>
<td>$450</td>
</tr>
</tbody>
</table>

**Rules and Regulations:**

N.J.A.C. 6A:14-2.5  
N.J.A.C. 6A:14-3.4  
N.J.A.C. 6A:14-3.8  
N.J.A.C. 6A:14-5  
N.J.A.C. 6A:14-5.1(e)

**Issued:** January 2016  
**REVISED:** December 2016  
**REVISED:** May 2018
The Board of Education shall provide instructional services to an enrolled general education student at the student’s home or other suitable out-of-school setting pursuant to N.J.A.C. 6A:16-10.2.

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

1. The student is mandated by State law and rule for placement in an alternative education program, but placement is not immediately available;

2. The student is placed on short-term or long-term suspension from participation in the general education program; or

3. A court order requires the student to receive instructional services in the home or other out-of-school setting.

B. Providing Services

1. The school district shall provide services no later than five school days after the student has left the general education program.

2. The school district in which a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly or through online services, including any needed equipment, or through contract with another Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency.

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

1. The district shall establish a written plan for the delivery of instruction and maintain a record of delivery of instructional services and student progress.
2. The teacher providing instruction shall be a certified teacher.

3. The teacher shall provide one-on-one instruction for no fewer than ten hours per week on three separate days of the week and no fewer than ten hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom.

4. The instruction shall meet the Core Curriculum Content Standards and the Board of Education's requirements for promotion and graduation.

Issued: October 7, 2014
R 2510 ADOPTION OF TEXTBOOKS

A. Definition

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

B. Textbook Selection Committee

1. The Superintendent and/or Assistant Superintendent will appoint to the committee teaching staff members who represent a range of interests and backgrounds.

2. The Assistant Superintendent or designee will chair the committee.

3. If the Board so approves, members of the textbook selection committees may be given compensation during the summer months for the work of reviewing potential textbook selections.

C. Recommendation Procedures

1. Any teaching staff member may request the textbook selection committee's consideration of a possible textbook.

2. The textbook selection committee will investigate current textbooks on the market.

3. A textbook recommended for screening should be read and examined by each of the textbook selection committee members or, in a departmentalized school, by the appropriate subject area representatives. The committee members should have examined, wherever possible, at least three other books similar in nature to the textbook recommended for adoption.

4. Each textbook selection committee member should submit to the chairperson a written evaluation of the textbook.

5. The committee chairperson will also read and examine each recommended textbook.

6. The committee chairperson or the person initiating the request for consideration will prepare an evaluation report for submission to the Superintendent.

7. The Superintendent will forward the recommendation to the Board Education Committee. He/She may first convene the textbook selection committee or confer with the chairman of the committee to discuss the evaluation report and the merits of the recommended textbook.
D. Review of Textbooks Currently In Use

1. Each textbook that has been in use in the district for five years or more will be evaluated annually by the textbook selection committee for its continuing usefulness. In addition, any teaching staff member may recommend the review of a textbook currently in use and used for less than five years.

2. The textbook selection committee will consider:
   a. The length of service of the current textbook,
   b. The copyright date,
   c. The average condition of the textbooks currently in use,
   d. The cost of replacements,
   e. The merits of the textbook in the light of the standards by which new textbooks are measured, and
   f. If review has been especially requested, the reason for the request.

3. A recommendation to retire a textbook will be forwarded to the Superintendent with a full report of the committee’s findings. Any such recommendation should be accompanied by the committee’s suggestion for a replacement textbook.

E. Standards of Review

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

1. The reliability and reputation for scholarship of its author and publisher;

2. Whether the content of the textbook
   a. Relates to the course of study in which it will be used,
   b. Can be read and understood by the pupils for which its use is intended,
   c. Is accurate and up to date,
   d. Clearly distinguishes fact from opinion,
   e. Is well organized and presented,
   f. Includes helpful and thoughtfully prepared indexes, graphic materials, references, bibliographies, glossaries, and appendices, and
   g. Is biased.
3. The ways in which a proposed textbook improves on the book it replaces;

4. Whether the proposed textbook's binding, paper, and typeface are appropriate and durable;

5. The cost and probable life of the proposed textbook;

6. Whether the presentation of any controversial subject is objective and suitable to the maturity of the pupils for whose use the book is intended;

7. The experience other schools and/or districts may have had with the use of the proposed textbook; and

8. The textbook's compliance with the district's affirmative action plan for school and classroom practices, as set forth in Policy No. 2260.

Issued: 05 February 2008
R 2520 INSTRUCTIONAL SUPPLIES

A. Definition

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

B. Supply Procedures

1. Supplies will be kept in a supply closet or room in each school building. The Building Principal or designee will be responsible for the content and inventory of the supply closet.

2. Each teacher will request supplies as needed by submitting a written request to the Principal. The teacher should request a sufficient quantity of supplies to satisfy the needs of his/her class for at least eight weeks.

3. The Principal will invite all teaching staff members to suggest additional supplies and/or replacements for the supplies currently used.

C. Cost of Supplies

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

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

2. Where a pupil enrolled in a class or activity in which a product is made, such as woodshop or home economics, chooses to prepare and keep a useful item, the pupil may be required to pay the costs of the materials used. Pupils shall always be given the option of preparing an item for use by the school, for which no charge will be made. Any charge made under this regulation will be presented in writing by the teacher with a copy to the Principal, and the moneys collected will be deposited with the Principal.

3. Pupils may be required to provide supplies for their participation in co-curricular activities.
4. A pupil who is eligible for free and reduced rate meals will not be required to pay for any supplies, including those exempted from free distribution in §4, 2, and 3 above.

5. Teachers are advised to report to the Principal any pupil who is unable to pay for the supplies listed above.

Issued: 05 February 2008
R 2530 RESOURCE MATERIALS

A. Definition

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

B. Selection Process

1. The Building Principal in each school building will accept the written requests of teaching staff members for new and revised reference materials. Each request should include the:
   a. Name and originator of the work,
   b. Its publisher or distributor,
   c. A brief description of the material, and
   d. The reason for the request, including the relevance of the material to the instructional program.

2. All recommendations will be forwarded to the Building Principal for consideration. The Building Principal will attempt to review each requested work or, alternatively, to consult with other educational institutions that have used the material.

3. The Building Principal may consult such selection aids as booklists, school library journals, previews, school library catalogs, and subject bibliographies prepared by specialists in the field.

4. The Building Principal will measure each recommendation against the standards for selection (see [C]) and the amount budgeted for resource materials in the current or succeeding school year, as appropriate.

5. The Building Principal will present to the Assistant Superintendent a list of recommended purchases. The list will include multiple copies of material for which a high level of interest and need is anticipated.

C. Selection Standards

Standards to be applied in the selection of resource materials are those set forth in Policy No. 2530, repeated here.
1. Material will be suited to the varied interests, abilities, reading levels, and maturation levels of the pupils to be served.

2. Wherever possible, materials will provide major opposing views on controversial issues so that pupils may develop under guidance the practice of critical reading and thinking.

3. Wherever possible, materials will represent the many religious, ethnic, and cultural groups and their contribution to American heritage.

4. Materials will be factually accurate and of genuine literary or artistic value.

5. Materials will be of a quality and durability appropriate to their intended uses and longevity.

6. Materials will relate to, support, and enrich the courses of study adopted by the Board.

D. Removal of Reference Materials

1. The Building Principal will conduct a periodic review of reference collections for their:
   a. Continuing usefulness,
   b. Relevance to the curriculum,
   c. Representation of the needs and interests of all grade levels, subject areas, and departments, and
   d. Balance of content, types of material, and manner of presentation.

2. Standard materials subject to frequent use that are worn or missing should be replaced periodically.

3. Outdated materials and materials no longer relevant to the curriculum may be withdrawn from the collection on Board approval.

4. A complaint about reference materials shall be handled in accordance with Policy No. 9130 and Regulation No. 9130.

Issued: 05 February 2008
R 2531 USE OF COPYRIGHTED MATERIALS

A. Literary Material

1. A single copy may be made of any of the following by or for a teacher at his/her individual request for scholarly research or for use in teaching or in preparation for teaching a class:

   a. A chapter from a book;

   b. An article from a periodical or newspaper;

   c. A short story, short essay or short poem; whether or not from a collective work; or

   d. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

2. Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

   a. Each copy includes a notice of copyright; and

   b. The material copied is brief and the copying is spontaneous and noncumulative as measured by the following definitions of brevity, spontaneity, and noncumulative effect.

   (1) Brevity: A reproduced work is brief if it consists of the following:

      (a) Poetry: Not more than a complete poem if fewer than 250 words and if printed on not more than two pages, or an excerpt from a longer poem if the excerpt is not more than 250 words. These numerical limits may be expanded to permit completion of an unfinished line of poetry.

      (b) Prose: Not more than a complete article, story, or essay of fewer than 2,500 words; or an excerpt from any prose work of not more than 1,000 words or ten percent of the work, whichever is less, but in any event a minimum of 500 words. These numerical limits may be expanded to permit completion of an unfinished prose paragraph.

      (c) Illustration: Not more than one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
(d) Special Works: Certain works in poetry, prose or in poetic prose which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience often fall short of 2,500 words in their entirety. Paragraph 2b(1)(b) above notwithstanding, such special works may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than ten percent of the words found in the text thereof may be reproduced.

(2) Spontaneity: Reproduction of a copyrighted work is spontaneous if:

(a) The copying is at the instance and inspiration of the individual teacher; and

(b) The inspiration and decision to use the work and the moment of its use of maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission to use the work.

(3) Noncumulative Effect: Reproduction of a copyrighted work is noncumulative if:

(a) The copying of the material is for only one course in the school in which the copies are made;

(b) Not more than one short poem, article, story, essay or two excerpts has been copied from the same author or more than three from the same collective work or periodical volume during one class term. This section does not apply to current news periodicals and newspapers and current news sections of other periodicals;

(c) There have been no more than nine instances of such multiple copying for one course during one class term. This section does not apply to current news periodicals and newspapers and current news sections of other periodicals.

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

a. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts are accumulated or reproduced and used separately;
b. There shall be no copying of or from works intended to be consumable in the course of study or of teaching. Consumable works include workbooks, exercises, standardized tests, test booklets, answer sheets, and like material;

c. Copying shall not substitute for the purchase of books, publishers’ reprints, or periodicals; or be directed by higher authority; or be repeated with respect to the same item by the same teacher from term to term;

d. No charge shall be made to the pupil for the copied material.

B. Televised Material

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained for a retention period of forty-five calendar days after the date of the recording; at the expiration of the retention period the recording must be erased or destroyed.

2. An off-air recording may be used once by individual teachers in the course of relevant teaching activities and may be repeated once only when instructional reinforcement is necessary, in the classroom or similar place of instruction or the home of a pupil receiving home instruction, during the first ten school days in the retention period. After the first ten school days, an off-air recording may be used during the remainder of the retention period only to permit teachers to evaluate its effectiveness in the instructional period.

3. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

4. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

5. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

C. Pre-recorded Video

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

1. A blanket license for showing the pre-recorded video obtained from the Motion Picture Licensing Corporation (MPLC) or other group authorized to license the pre-recorded material.

2. A specific license for the showing of a pre-recorded video not covered by a blanket license.

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

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

D. Music

1. The following uses of copies of copyrighted music are permissible.

   a. Emergency copies of printed music may be made to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies are substituted in due course.

   b. For academic purposes other than performance:

      (1) Multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement, or aria, but in no case more than ten percent of the work. The number of copies shall not exceed one copy per pupil.

      (2) A single copy of an entire performable unit (section, movement, aria, etc.) that is

         (a) Confirmed by the copyright proprietor to be out of print, or

         (b) Unavailable except in a larger work, may be made by or for a teacher solely for the purpose of scholarly research or in preparation to teach a class.

   c. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
d. A single copy of recordings of performances by pupils may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

e. A single copy of a sound recording (such as a tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by the school district or by an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the district or the teacher. (This pertains only to the copyright of the music itself and not to any copyright that may exist in the sound recording.)

2. The following uses of copies of copyrighted music are prohibited.

a. Copying to create or replace or substitute for anthologies, compilations, or collective works;

b. Copying of or from works intended to be consumable in the course of study or of teaching such as workbooks, exercises, standardized tests, answer sheets, and like material;

c. Copying for the purpose of performance, except as permitted in ¶C1a;

d. Copying for the purpose of substituting for the purchase of music, except as permitted in ¶C1a and ¶C1b; and

e. Copying without inclusion of the copyright notice that appears on the printed copy.

E. Computer Software and The Internet

1. A software program shall not be copied onto a blank disk except as expressly permitted by the program itself.

2. An archival disk may be made as a back-up program disk. The archival disk shall be used only when the original software disk has been mistakenly damaged or destroyed and may not be used for any other purpose.

3. Software shall not be loaded into more than one computer at any one time, unless a site license has been purchased to permit loading multiple computers.

4. Copyrighted materials shall not be downloaded from the Internet without the express permission of the author and the payment of any required fees.

F. Obtaining Permission for Copying

1. A teacher may request and obtain permission to copy material from a copyrighted work; the teacher may then use the work as expressly permitted and will not be bound by the limitations and prohibitions set forth above.
2. Request for permission must be in writing and should be sent, together with an envelope addressed to the sender, to the permissions department of the publisher of the work. The request should include:
   a. The title, author or editor, and edition of materials for which permission is sought;
   b. The exact material to be used, with specification of amount, page numbers, chapters, including, if possible, a photocopy of the material;
   c. The number of copies the requestor proposes to make;
   d. The use to be made of the duplicated materials;
   e. The form of distribution;
   f. Whether or not the copies will be sold; and
   g. The process by which the material will be reproduced.

3. A copy of the written permission granted by the publisher or copyright owner shall be preserved by the teacher who may be required to present the written permission to the Principal or designee.

4. Teachers shall inform pupils on the limitations of the use of copyrighted material.

Issued: 05 February 2008
R 2560  LIVE ANIMALS IN SCHOOL

A. Standards for Use

1. A teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of any study, activity, or performance that involves live animals in school.

2. Each study involving live animals will have as a clearly defined objective the teaching of some biological principle(s).

3. All animals used must be lawfully acquired in accordance with State and local laws, be healthy and free from transmissible diseases, and must have been vaccinated against rabies if susceptible. Proof of vaccination must be provided to the Principal or designee before the live animal is brought into the school building.

4. Animals may be handled only by the responsible adult supervisor and the pupil(s) directly involved in the study or performance.

5. Animals must be properly fed and provided with sanitary cage quarters.

6. When animals are kept on school grounds or in a school building over vacation periods, adequate housing must be provided and a qualified caretaker must be assigned the specific duties of care and feeding.

7. Teachers of pupils pursuing investigations at other than regular class periods while in school as part of a school assignment or project (such as a school science fair) will be bound by these regulations.

8. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.

9. The Principal or designee will make a determination that no pupil in a class where the animal will be housed is allergic to the animal and would suffer an adverse reaction to the animal. The Principal or designee should also attempt to determine, if any other pupil in the school building could suffer an adverse reaction. If the Principal or designee determines that there is a pupil(s) who would suffer an adverse reaction, the Principal or designee shall deny approval to have the animal in the school.
B. Injury to Persons

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

1. Take immediate and prudent steps to prevent further injury;

2. Follow Regulation No. 8441 for The Care of Injured and Ill Persons; and

3. Capture and impound the animal, pending a determination of the Board Health regarding any further action.

Issued: 26 January 2010
REGULATION

WASHINGTON TOWNSHIP
BOARD OF EDUCATION
PROGRAMS
Regulation 2622/page 1 of 2
Student Assessment
March 2015

R 2622 STUDENT ASSESSMENT (Student Participation in Statewide Assessments)

The New Jersey Department of Education, pursuant to State law and regulations, requires all students to take State assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. Therefore, the Board requires all students to take Statewide assessments and the Board cannot grant permission to a parent for their child to opt-out of required Statewide assessments. The procedures outlined below shall be followed in the event a parent refuses to have their child participate in a Statewide assessment.

A. Written Notice from Parent

1. A parent who refuses to have their child participate in a Statewide assessment shall submit a letter to the school Principal stating their child will not participate in a Statewide assessment.
2. The parent shall indicate in the letter the testing date(s) and the specific Statewide assessment(s) their child will not be taking.
3. The letter shall be submitted to the Principal at least five school days before the scheduled testing date.
4. The Assistant Superintendent (or Superintendent) shall review and sign each letter only if it includes the specific information outlined in items 2 and 3 above. The signature indicates approval by Central Office administration.
5. The letter shall be maintained with the student’s academic records and a copy will be maintained in the district’s Central Office.

B. Testing Date

1. A student whose parent has provided prior written notice informing the Principal their child will not be participating in a Statewide assessment will be expected to attend school on the date(s) of the assessment.
2. During the assessment the student will report to an area in the school such as a study hall, media center, or other location where the student can be supervised by a school district staff member.

C. Attendance Recording

1. A student, whose parent has provided prior written notice informing the Principal their child will not participate in a Statewide assessment, who reports to school on the testing date shall be recorded as present in school.

2. A student, whose parent has provided prior written notice informing the Principal their child will not participate in a Statewide assessment, who does not report to school on the testing date shall be recorded as absent. This absence shall be recorded as an unexcused absence.

D. School District Response

1. There shall be no disciplinary consequence imposed upon a student who does not participate in a Statewide assessment in accordance with the provisions outlined in this procedure.

2. A student who does not participate in a Statewide assessment(s) will not receive any credit for the Statewide assessment(s).

Issued: March 17, 2015
A. Purpose of Grading

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.

2. Grades acknowledge a pupil’s demonstrated proficiency in the New Jersey Core Curriculum Content Standards and locally established learning goals and objectives:
   a. Active participation in and attention to daily lessons,
   b. Frequent contribution to discussions,
   c. Prompt, thorough, accurate, and neat preparation of assignments,
   d. Thorough preparation and performance on tests and assessments,
   e. Display of an eagerness to learn and an inquisitive approach to lessons,
   f. Attention to the need for proper materials,
   g. Cooperation with the teacher’s efforts, and
   h. Willingness to work to the best of his/her ability and to do more than the minimum expected.

B. Preparation for Grading

1. Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.

2. Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils who so request are entitled to see the grades resulting from their performance during the grading period.

3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.

4. Pupils should be encouraged to evaluate their own achievements.

5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.
C. Grading Periods

1. Grades will be awarded at the end of four marking periods in each school year for grades 1-8. Kindergarten will award grades twice a year in the second and fourth marking periods.

2. Pupils may be given notice of their mid-term grades at mid-point of each marking period.

3. Pupils in grades 6-8 will be given a final grade in each subject at the end of the school year.

4. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.

D. Basis for Grading

The teacher responsible for assigning a grade should take into consideration the pupil’s:

1. Completion of written assignments prepared in the classroom or elsewhere;

2. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics;

3. Performance on oral and written tests and quizzes;

4. Research into standard references and other background materials;

5. Oral and written reports on materials read by the pupil;

6. Laboratory work;

7. Term papers;

8. Special oral or written reports;

9. Other evidences of the pupil’s constructive efforts and achievements in learning; and

E. Meaning of Grades

1. The following grades will be given in each academic subject at the end of each marking period:

   a. A grade of A indicates superior performance. It may be given to a pupil whose achievement is significantly above grade level; whose work achieves a quality and quantity that consistently excels; and who demonstrates a high degree of initiative, application, and purpose.
b. A grade of B indicates above average performance. It should be given to a pupil whose achievement is above grade level; whose work frequently excels; and who generally demonstrates strength in the subject.

c. A grade of C indicates average performance. It should be given to a pupil whose achievement in most areas of the subject are average; whose work is acceptable; and who demonstrates a satisfactory degree of proficiency.

d. A grade of D indicates below average performance. It should be given to a pupil whose achievement in the subject is barely passing; whose work is the minimum acceptable for credit; and who demonstrates only weak proficiencies in the subject.

e. A grade of E indicates failing performance and that no credit can be given for the subject. It should be given to a pupil who has not met the minimum requirements of the course; who has demonstrated an inability or unwillingness to master the basic elements of the course; or who has failed to meet the minimum attendance standards necessary to pass a course of study.

f. Letter grades may be modified by plus or minus signs.

2. The following grading scales and indicators shall be used:

Grades One through Three

4 = Child has made progress that exceeds the expectations.
3 = Child is making adequate progress.
2 = Child is beginning to make adequate progress.
1 = Child is not making adequate progress.
• = Skill not formally assessed at this time.

Grades Four and Five

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>50-59</td>
</tr>
</tbody>
</table>

KEY I

KEY II

1 = Strong
2 = Satisfactory
3 = Needs Improvement
NA = Not Applicable
Grades Six through Eight

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>50-59</td>
</tr>
</tbody>
</table>

S = Satisfactory  F = Fail
U = Unsatisfactory NV = Novice
O = Ungraded      AP = Apprentice
I = Incomplete    PR = Proficient
P = Pass          EXP = Exemplary
N = Needs Improvement

3. A "pass" or "fail" grade may be given in a particular course of study, provided that:
   a. The course of study is nonsequential in nature.

4. A grade of "Incomplete" will be given to those pupils unable to complete the work assigned to the course for reasons beyond the pupil's control, such as the pupil's disability.
   a. A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the pupil will require to complete the work necessary for the granting of credit.
   b. Except as may be required by unusual circumstances, make up work should be completed within two weeks of the end of the marking period or, if the pupil is disabled at the end of the marking period, two weeks after the pupil's return to school.
   c. The pupil's completed work will be graded and the teacher will submit a grade, which will replace the incomplete grade on the pupil's transcript.
   d. A pupil who does not complete the work within the period allowed will receive a grade of "E" in the subject.

F. Grade Validation

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

2. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;

3. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;

4. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;

5. Any notation of discussions with the pupil on a grade or the pupil’s cumulative grade average;

6. Any referrals for guidance, discipline, and the like; and

7. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members.

G. Appeal

1. Each teacher is responsible for the determination of the grade a pupil receives for participation in the teacher’s course of study.

2. Each teacher may be required to furnish reasons, supported by evidence (see ¶E above) to substantiate any grade earned.

3. If a grade is challenged by a pupil or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.

4. If the parent(s) or legal guardian(s) or pupil is not satisfied by the teacher’s explanations, he/she may appeal the grade to the Principal, who will consult with the teacher and the pupil in an attempt to resolve the dispute. The Principal will give every reasonable deference to the teacher’s professional judgment.

5. If the Principal determines that the grade should be changed, he/she will alter the grade on all records and indicate by whose authority the grade has been changed.

6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct.

7. The Superintendent may hear an appeal from the Principal’s determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

Issued: 15 November 2007