

POLICY GUIDE

ADMINISTRATION

1220/page 1 of 4

Employment of Chief School Administrator

Jun 16

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[See POLICY ALERT Nos. 115, 145, 173, 184, 186 and 209]

1220 EMPLOYMENT OF CHIEF SCHOOL ADMINISTRATOR

The Board of Education vests the primary responsibility for the administration of this school district in a Superintendent of Schools and recognizes the appointment of a person to that office is one of the most important functions this Board can perform. The Superintendent shall have a seat on the Board of Education and the right to speak on matters at meetings of the Board (pursuant to N.J.S.A. 18A:17-20.a or N.J.S.A. 18A:17-20.b), but shall have no vote.

[Optional

The Superintendent shall devote himself or herself exclusively to the duties of the office.]

Recruitment Procedures

The Board shall actively seek the best qualified and most capable candidate for the position of Superintendent. The Board may use a consultant service to assist in the recruitment process. Recruitment procedures may include, but are not limited to, the following activities:

1. The preparation of a new or a review of an existing written job description;
2. Preparation of informative material describing the school district and its educational goals and objectives;
3. Where feasible, the opportunity for applicants to visit the district;
4. Establish an interview process that encourages the candidate and the Board members to have a meaningful discussion of the school district's needs and expectations. The Board members shall review and discuss the candidate's credentials, qualifications, educational philosophy, and other qualities and expertise he/she can offer to the district;
5. Solicitation of applications from a wide geographical area; and
6. Strict compliance with law and Policy No. 1530 on equal employment opportunity.



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Qualifications

The candidate must possess or be eligible for a valid New Jersey administrative certificate endorsed for school administrator or a provisional school administrator's endorsement in accordance with N.J.A.C. 6A:9-12.4 6A:9B-12.4 et seq. and must qualify for employment following a criminal history record check.

[Optional]

The candidate shall

_____ meet criteria established by the Board.

OR

Choose one or more of the following:

_____ have earned a doctoral degree from a duly accredited institution of higher education as defined in N.J.A.C. 6A:9-2.1.

_____ have _____ years of demonstrated success in public school administration of which at least _____ years have been in the capacity of

_____ school Principal.

_____ central office administrator.

_____ Assistant Superintendent.

_____.
(Insert other locally adopted requirements regarding background, experience, personal qualities, and individual achievements.)

_____.
(Insert locally adopted requirements regarding verification of competency including: resumes, records of past experience, college transcripts, certification test, evaluation reports, internship evaluations, etc.)

_____ submit at least _____ letters of recommendation from persons who have supervised his/her administrative performance.]



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Employment Contract

A person appointed Superintendent must enter an employment contract with the Board. An employment contract for the Superintendent of Schools shall be reviewed and approved by the Executive County Superintendent in accordance with the provisions of N.J.A.C. 6A:23A-3.1 and Policy 1620. Any actions by the Executive County Superintendent undertaken pursuant to N.J.A.C. 6A:23A-3.1 may be appealed to the Commissioner pursuant to the procedures set forth in N.J.A.C. 6A:3.

The employment contract with the Superintendent must be approved with a recorded roll call majority vote of the full membership of the Board at a public Board meeting.

In the event there is a Superintendent vacancy at the expiration of the existing contract, only the Board seated at the time of the expiration of the current Superintendent's contract may appoint and approve an employment contract for the next Superintendent.

In the event there is a Superintendent vacancy prior to the expiration of the existing contract, the Board seated at the time the position becomes vacant may appoint and approve an employment contract for the next Superintendent.

The contract for the Superintendent who does not acquire tenure, but who holds tenure during the term of his/her employment contract will include: a term of not less than three nor more than five years and expiring July 1; a beginning and ending date; the salary to be paid and benefits to be received; a provision for termination of the contract by the Superintendent; an evaluation process pursuant to N.J.S.A. 18A:17-20.3; and other terms agreed to between the Board and the Superintendent.

During the term of the contract, the Superintendent shall not be dismissed or reduced in compensation except for inefficiency, incapacity, conduct unbecoming a Superintendent, or other just cause and only by the Commissioner of Education pursuant to the tenure hearing laws.

At the conclusion of the term of the initial contract or of any subsequent contract, in accordance with N.J.S.A. 18A:17-20.1, the Superintendent shall be deemed reappointed for another contracted term of the same duration as the previous contract unless either: the Board by contract reappoints the Superintendent for a



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different term which shall not be less than three nor more than five years, in which event reappointments thereafter shall be deemed for the new term unless a different term is again specified; or the Board notifies the Superintendent in writing the Superintendent will not be reappointed at the end of the current term, in which event his/her employment shall cease at the expiration of that term. In the event the Board notifies the Superintendent he/she will not be reappointed, the notification shall be given prior to the expiration of the first or any subsequent contract by a length of time equal to thirty days for each year in the term of the current contract.

Pursuant to N.J.S.A. 18A:20.2a, the Board shall submit to the Commissioner for prior approval an early termination of employment agreement that includes the payment of compensation as a condition of separation. In accordance with N.J.S.A. 18A:17-20.2a, compensation includes, but is not limited to, salary, allowances, bonuses and stipends, payments of accumulated sick or vacation leave, contributions toward the costs of health, dental, life, and other types of insurance, medical reimbursement plans, retirement plans, and any in-kind or other form of remuneration.

An early termination of an employment agreement shall be limited in its terms and conditions as outlined in N.J.A.C. 6A:23A-3.2. The Commissioner shall evaluate such agreements in accordance with the provisions of N.J.S.A. 18A:17-20.2a and N.J.A.C. 6A:23A-3.2 and has the authority to disapprove the agreement. The agreement shall be submitted to the Commissioner by the district by certified mail, return receipt requested. The determination shall be made within thirty days of the Commissioner's receipt of the agreement from the school district.

Disqualification

Any candidate's misstatement of fact material to qualifications for employment or the determination of salary will be considered by this Board to constitute grounds for dismissal.

Certificate Revocation

In accordance with N.J.A.C. 6A:23A-3.1(e)(12), in the event the Superintendent's certificate is revoked, the Superintendent's contract is null and void.

N.J.S.A. 18A:16-1; 18A:17-15; 18A:17-20; 18A:17-20.1;
18A:17-20.2; 18A:17-20.2a; 18A:17-20.3

N.J.A.C. ~~6A:9-12.3~~ **6A:9B-12.3**; ~~6A:9-12.4~~ **6A:9B-12.4**;
6A:23A-3.1; 6A:23A-3.2

Adopted:



REGULATION GUIDE

PROGRAM

R 2414/page 1 of 8

Programs and Services for Students in High Poverty
and in High Need School Districts

Jun 16

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[See **POLICY ALERT Nos. 143, 153, 192 and 209**]

R 2414 PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN HIGH NEED SCHOOL DISTRICTS

[For High Poverty and High Need School Districts]

A. Definitions

1. “At-risk-students” means those resident students from households with a household income at or below the most recent Federal poverty guidelines available on October 15 of the prebudget year multiplied by 1.85.
2. “High poverty school district” means a district in which forty percent or more of the students are at-risk students.
3. “High need school district” means a school district in which forty percent or more of the students are at-risk-students and is at one or more of the following proficiency levels on State assessments:
 - a. Less than eighty-five percent of total students have achieved proficiency in language arts literacy on the New Jersey Assessment of Skills and Knowledge (NJ ASK) 3;
 - b. Less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8;
 - c. Less than eighty percent of total students have achieved proficiency in language arts literacy on the HSPA;
 - d. Less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4;
 - e. Less than eighty percent of total students have achieved proficiency in mathematics on the NJ ASK 8; and/or
 - f. Less than eighty percent of total students have achieved proficiency in mathematics on the high school State assessment.



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and in High Need School Districts

B. High Need School Districts

1. Implementation Timelines

- a. The New Jersey Department of Education shall identify the list of high need school districts based on the State assessments results and shall promptly notify the districts that are classified as high need.
- b. In the first school year immediately following such identification as a high need school district, the district shall begin planning for implementation of, and shall implement where possible, the designated program(s) (language arts and/or mathematics literacy) as required below.
- c. In the subsequent year following identification as a high need school district, the district shall fully implement the designated program(s).
- d. High need school districts, once identified, shall remain in that status and shall continue to implement the designated program(s) for a minimum of three years.

2. Language Arts Literacy – Intensive Early Literacy for Grades Preschool through Three

High need school districts where less than eighty-five percent of total students have achieved proficiency in language arts literacy on the NJ ASK 3 shall provide an intensive early literacy program for preschool to grade three to ensure that all students achieve proficiency on State standards. The intensive early literacy program shall include the following components:

- a. An emphasis on small group instruction in at least reading, writing, and technology;
- b. A comprehensive early literacy assessment program that includes:



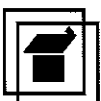
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- (1) Assessment of English language learners (ELLs) in accordance with N.J.A.C. 6A:15-1.3;
 - (2) A reading measure used minimally at the beginning of grades Kindergarten through three to determine the reading skills and strategies students have mastered;
 - (3) On-going performance-based assessments;
 - (4) A comprehensive diagnostic assessment of individual students who are exhibiting persistent difficulty in reading following a sustained period of targeted instruction; and
 - (5) An annual end-of-year achievement assessment of reading with a norm-referenced and/or criterion referenced test in grades one and two.
- c. At least a daily ninety-minute, uninterrupted language arts literacy block in grades Kindergarten through three with guidance in the use of that time that may include the following instructional strategies:
- (1) Use of a reading measure to differentiate student needs;
 - (2) Small group instruction;
 - (3) Direct instruction;
 - (4) Guided reading; and
 - (5) Shared reading.
- d. Instructional materials that include concepts and themes from other content areas;



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- e. Professional development opportunities for teachers that focus on the elements of intensive early literacy, ways to assist students who exhibit persistent difficulty in reading, or other related topics that have been identified by these teachers as professional development needs and are reflected in the school and school district professional development plans pursuant to N.J.A.C. 6A:9-15 6A:9C-4 et seq.;
 - f. Consistent and adequate opportunities for teachers to discuss and analyze student work, interim progress measures and assessment results, and to plan any modifications in grouping and/or instruction that may be indicated, consistent with this section;
 - g. A classroom library that reflects the diversity and needs of all students and includes assistive technology;
 - h. Use of a highly skilled literacy coach or certified teacher to coordinate professional development and collaboration based on the school and school district professional development plan, if documented as necessary to increase achievement of early literacy; and
 - i. Methods to involve parents and family members in student learning.
3. Language Arts Literacy – Intensive Literacy for Grades Four through Eight
- High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8 shall implement an intensive literacy program for grades four through eight that includes the following components:
- a. A comprehensive literacy assessment for grades four through eight as part of the school district's curriculum to measure individual and group progress indicated below:



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- (1) Benchmark analysis that gauges students' performance and is used to assist school staff in determining skills that students still need to attain; and
 - (2) Assessment of English language learners (ELLs) pursuant to N.J.A.C. 6A:15-1.3.
 - b. Emphasis on small group instruction with scheduling of double periods, including appropriate classroom materials for small group instruction with evidence-based interventions and additional time for students who are not proficient in language arts literacy;
 - c. Professional development opportunities for teachers and administrators that are based on effective instructional practices including:
 - (1) Enhancing knowledge of the language arts literacy content and pedagogy to engage all students; and
 - (2) Learning how and having opportunities to analyze student work and assessment results in a collaborative setting.
 - d. Involving parents and family members in student learning.
4. Language Arts Literacy – Literacy for Students in Grades Nine through Twelve

High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the high school State assessment shall implement a language arts literacy program aligned with college preparatory English I, II, III, and IV for grades nine through twelve that incorporates the elements in 3. above with the exception of providing a double period for language arts literacy.



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5. Mathematics Literacy – Math Literacy for Students in Grades Three through Four

High need school districts in which less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4 shall implement a comprehensive program for mathematics education that prepares students in grades three through four for success in higher order mathematics and that includes the following components:

- a. Curriculum that simultaneously develops conceptual understanding, computational fluency, and problem solving skills, with meaningful instruction and a focus on critical mathematics skills as part of a successful learning experience;
- b. Mathematical reasoning that occurs in contextual learning;
- c. An emphasis on communicating mathematics concepts both verbally and in writing;
- d. The use of frequent questions and opportunities for class discussion in addition to the mathematics textbook activities to improve student problem solving ability;
- e. Professional development in both mathematics content and in the elements of mathematics pedagogy specified in this section, related to the appropriate grade and based on individual professional needs, pursuant to N.J.A.C. ~~6A:9-15~~ **6A:9C-3 et seq.**;
- f. Use of appropriate instructional materials, technology, and manipulatives, aligned with the Core Curriculum Content Standards (CCCS) in mathematics, that lead students through concrete, symbolic, and abstract mathematical thinking;
- g. Multiple assessments and benchmarks, including use of formative assessments;



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- h. Differentiated instruction;
- i. Explicit mathematics instruction for struggling students to ensure that these students possess the foundational skills and conceptual knowledge necessary for understanding the mathematics they are learning at their grade level; and
- j. Methods to involve parents and family members in student learning.

6. Mathematics Literacy – Math Literacy for Students in Grades Five through Eight

High need school districts where less than eighty percent of total students have not achieved proficiency in mathematics on the NJ ASK 8 shall implement a comprehensive program for mathematics education that prepares all students in grades five through eight for success in Algebra at the high school level and incorporates the elements in 5. above.

7. Mathematics Literacy – Math Literacy for Students in Grades Nine through Twelve

High need school districts where eighty percent or more of total students have not achieved proficiency in mathematics on the high school State assessment shall implement a comprehensive program for mathematics education for grades nine through twelve which incorporates the elements in 5. above and is aligned to course expectations as required to meet graduation requirements.

C. High Poverty School Districts

1. Class Size Requirements

- a. Class size in high poverty school districts shall not exceed twenty-one students in grades Kindergarten through three, twenty-three students in grades four and five, and twenty-four students in grades six through twelve; provided that if the district chooses to maintain lower class sizes in grades Kindergarten through three, class sizes in grades four and five may equal but not exceed twenty-five students.



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- b. Exceptions to the class size requirements in C.1.a. above are permitted for some physical education and performing arts classes, where appropriate.

2. Full-Day Kindergarten Requirements

- a. High poverty school districts shall maintain all existing full-day Kindergarten programs with a teacher's aide for each classroom.
- b. Class size for these Kindergarten classrooms shall not exceed twenty-one students.

Issued:



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TEACHING STAFF MEMBERS

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Employment of Teaching Staff Members

Jun 16

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[See **POLICY MEMO** Nos. 35 and 74]

[See **POLICY ALERT** Nos. 79, 85, 95, 103, 116, 135, 149, 156,
166, 202 and 209]

3125 EMPLOYMENT OF TEACHING STAFF MEMBERS

The Board of Education believes it is vital to the successful operation of the school district that teaching staff member positions be filled with highly qualified and competent professionals.

In accordance with the provisions of N.J.S.A. 18A:27-4.1, the Board shall appoint, transfer, remove, or renew a certificated or non-certificated officer or employee only upon the recommendation of the Superintendent of Schools and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons. The Board shall approve the employment, fix the compensation, and establish the term of employment for every teaching staff member employed by this district.

No teaching staff member shall be employed unless he/she is a holder of a valid certificate in accordance with the New Jersey Department of Education and applicable statutes and administrative codes. The Superintendent shall require proof of any candidate's certification or pending application for certification.

The Board will employ substitutes for absent teachers in order to ensure continuity in the instructional program and will annually approve a list of substitutes and rate of pay. The Superintendent or designee shall select substitutes from the list approved by the Board to serve in the place of an absent teaching staff member.

In accordance with the provisions of N.J.S.A. 18A:16-1.1, the Board of Education will provide written notice to a teaching staff member, other than a per diem substitute, of his/her designation as a replacement when the teaching staff member has been designated or appointed by the Board to act in place of any officer or employee during an absence, disability, or disqualification of any such officer or employee subject to the provisions of N.J.S.A. 18A:17-13. Per diem substitutes shall also be informed in their notice of approval that their employment is as a replacement staff member.



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TEACHING STAFF MEMBERS

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Employment of Teaching Staff Members

The Board may use a private contractor to secure a substitute teacher in accordance with N.J.A.C. 6A:9B-7.1(f) et seq.

The Board shall approve the employment, fix the compensation, and set the term of employment for each person employed in a summer school program. The Board will employ only those candidates recommended by the Superintendent. Service as a summer school teacher will not count toward the accrual of tenure or seniority.

The Superintendent shall recommend to the Board the employment of qualified coaches for the district's interscholastic and/or intramural athletic programs. The Board will employ as athletic coaches only those persons who have experience in and knowledge of the specific sport, are properly certified, and possess the personal characteristics that qualify them to serve as role models to students.

In accordance with the provisions of N.J.A.C. 6A:9B-5.16(a), any teaching staff member in the employ of the Board of Education shall be permitted to organize public school students for purposes of coaching or for conducting games, events, or contests in physical education or athletics. ~~In accordance with the provisions of N.J.A.C. 6A:9-5.18(b),~~ The Superintendent may recommend to the Board the employment of a qualified candidate for an interscholastic athletic coaching position who is a holder of either a New Jersey teaching certificate or a substitute credential, pursuant to N.J.A.C. 6A:9-6.5 **6A:9B-5.16(b)**, to work in the interscholastic athletic program provided the position has been advertised. The twenty day limitation noted in N.J.A.C. 6A:9-6.5(b) **6A:9B-7.4(a)** shall not apply to coaching situations.

An athletic coach employed by this district who is not a regular employee of this district shall be employed only for the duration of the specific sport season. He/She shall be paid the stipend and no out-of-district athletic coach shall be eligible for tenure or for employment benefits.

An athletic trainer shall possess an educational services certificate issued by the State Board of Examiners pursuant to N.J.S.A. 18A:26-2.4 and 18A:26-2.5.

The Board of Education shall not employ for pay or contract for the paid services of any teaching staff member or any other person serving in a position which involves regular contact with students unless the Board has first determined, consistent with the requirements and standards of N.J.S.A. 18A:6-7.1 et seq., that



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Employment of Teaching Staff Members

no criminal history record information exists on file in the Federal Bureau of Investigation, Identification Division, or the State Bureau of Identification which would disqualify the individual from being employed or utilized in such capacity or position.

An individual employed by the Board in any substitute capacity or position shall be required to undergo a criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.1b.

An individual, except as provided in N.J.S.A. 18A:6-7.1g, shall be permanently disqualified from employment or service in the school district if the criminal history record check reveals a record of conviction for any crime or offense as defined in N.J.S.A. 18A:6-7.1 et seq.

The Board or contracted service provider may employ an applicant on an emergent basis for a period not to exceed three months, pending completion of a criminal history record check if the Board or contracted service provider demonstrates to the Commissioner of Education that special circumstances exist which justify the emergent employment as prescribed in N.J.S.A. 18A:6-7.1c. In the event the criminal history record check is not completed for an emergent hired employee within three months, the Board or contracted service provider may petition the Commissioner for an extension of time, not to exceed two months, in order to retain the employee.

No criminal history record check shall be performed unless the applicant shall have furnished written consent to such a check. The applicant shall bear the cost for the criminal history record check, including all costs for administering and processing the check. The district will deny employment to an applicant if the applicant is required and refuses to submit to a criminal history record check.

The Board of Education prohibits any relative of a Board member or Superintendent of Schools from being employed in an office or position in the school district in accordance with the provisions of N.J.A.C. 6A:23A-6.2 and Board Policy 0142.1 – Nepotism.

A teaching staff member's misstatement of fact material to his/her qualifications for employment or the determination of his/her salary will be considered by the Board to constitute grounds for dismissal.



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TEACHING STAFF MEMBERS

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Employment of Teaching Staff Members

N.J.S.A. 18A:6-5; 18A:6-6; 18A:6-7.1; 18A:6-7.1b; 18A:6-7.1c; 18A:6-7.2;
18A:16-1 et seq.; 18A:26-1 et seq.; 18A:27.1 et seq.; 18A:27-4.1;
18A:27-7; 18A:27-8

N.J.S.A. 18A:54-20 [**vocational districts**]

N.J.A.C. ~~6A:9-5.18~~; ~~6A:9-5.19~~ **6A:9B-5.16**; **6A:9B-7.4**

Adopted:



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TEACHING STAFF MEMBERS

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Professional Development for Teachers
and School Leaders

Jun 16

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[See **POLICY ALERT Nos. 145, 187, 202 and 209**]

3240 PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SCHOOL LEADERS

The Board of Education encourages all teaching staff members to pursue a program of continuing professional development by course work or matriculation in institutions of higher learning, participation in workshops and conferences, membership in professional organizations, and/or independent scholarship.

Teaching staff members may be permitted to: visit other schools and classrooms; attend local, regional, or national conferences; participate in committees, workshops, and panels, both within and outside the district. Requests for participation in such professional development activities must be submitted in writing to the Superintendent or designee for approval. In addition, the Board of Education must approve all travel expenditures in accordance with N.J.S.A. 18A:11-12 and the State of New Jersey Department of the Treasury, Office of Management and Budget Circulars 08-19-OMB and 06-14-OMB (OMB Circulars) and any superseding circulars and any additional requirements set forth in N.J.A.C. 6A:23A-7 et seq.

A teaching staff member who has been granted time off and/or approved to be reimbursed for a professional development activity shall submit to the Superintendent or designee, with a copy to the School Business Administrator/Board Secretary, within ten working days, a brief written report that includes the primary purpose of the travel, the key issues addressed at the event, and their relevance to improving instruction or the operations of the school district.

All active teachers, defined as staff whose positions require possession of the instructional or educational services certificates in accordance with N.J.A.C. 6A:9-8, 10, 11, and 13 **6A:9C-8 through 11 and 13** and all active school leaders serving on a permanent or interim basis whose positions require possession of the Chief School Administrator, Principal, or Supervisor endorsement in accordance with N.J.A.C. 6A:9-12 **6A:9B-12** shall comply with the professional development requirements as outlined in N.J.A.C. 6A:9-15.4 **6A:9C-4.1** et seq.



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TEACHING STAFF MEMBERS

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Professional Development for Teachers and School Leaders

To meet the professional development requirement, each teacher shall be guided by an individual Professional Development Plan (PDP), which shall include at least twenty hours per year of qualifying activities as outlined in N.J.A.C. ~~6A:9-15.4~~ **6A:9C-4.4**. The PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the Professional Standards for Teachers in N.J.A.C. ~~6A:9-3~~ **6A:9-3.3** and the Standards for Professional Learning in N.J.A.C. ~~6A:9-15.3~~ **6A:9C-3.3**. The PDP shall be effective for one year, **updated annually**, and shall include, at least the minimum requirements outlined in N.J.A.C. ~~6A:9-15.4(e)~~ **6A:9C-4.4(c)**.

District-level and School-level professional development planning and implementation shall be in accordance with the requirements of N.J.A.C. ~~6A:9-15.5~~ **6A:9C-4.2**. ~~District-level professional development planning and implementation shall be in accordance with N.J.A.C. 6A:9-15.6.~~

Implementation of the professional development requirement for school leaders shall be in accordance with N.J.A.C. ~~6A:9-15.7 and 15.8~~ **6A:9C-4.3**.

The Board of Education shall comply with the monitoring and assistance requirements as outlined in N.J.A.C. ~~6A:9-15.9~~ **6A:9C-4.4**.

The Board shall monitor and enforce the professional development requirements for teachers and school leaders set forth in N.J.A.C. ~~6A:9-15~~ **6A:9C-4.1** et seq. and shall actively assist and support the provision of opportunities and resources, and the efforts by teachers and school leaders to meet the professional development requirements.

N.J.S.A. 18A:31-2; 18A:6-111

N.J.A.C. 6A:9-3.3; 6A:13-2.1; **6A:9B-12**; ~~6A:9-15.1 et seq.~~

6A:9C-3.3; 6A:9C-4.1 et seq.; 6A:9C-8 through 11 and 13

Adopted:



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STUDENTS

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Administration of Medication

Jun 16

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[See POLICY ALERT Nos. 125, 133, 144, 145, 157, 173, 179, 206 and 209]

R 5330 ADMINISTRATION OF MEDICATION

A. Definitions

1. "Medication" means any prescription drug or over-the-counter medicine or nutritional supplement and includes, but is not limited to, aspirin and cough drops.
2. "Administration" means the taking of any medication by ingestion, injection, or application to any part of the body or the giving of direct physical assistance to the person who is ingesting, injecting, or applying medication.
3. "Self-administration" means carrying and taking medication without the intervention of the school nurse, approved through the school district policy and restricted to students with asthma, other potentially life-threatening illnesses or life-threatening allergic reaction.
4. "Life-threatening illness" means an illness or condition that requires an immediate response to specific symptoms or sequelae (an after effect of disease or injury) that if left untreated may lead to potential loss of life, i.e. adrenaline injection in anaphylaxis.
5. "A pre-filled auto-injector mechanism containing epinephrine" is a medical device used for the emergency administration of epinephrine to a student for anaphylaxis.
6. "Noncertified school nurse" means a person who holds a current license as a registered professional nurse from the State Board of Nursing and is employed by the district, and who is not certified as a school nurse by the Department of Education.
7. "Substitute school nurse" means a person who holds a current license as a registered professional nurse from the State Board of Nursing and who has been issued a county substitute certificate to serve as a substitute for a certified school nurse in accordance with N.J.A.C. 6A:9-6.5(i) 6A:9B-7.6.



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Administration of Medication

8. "School physician" means a physician with a current license to practice medicine or osteopathy from the New Jersey Board of Medical Examiners who works under contract or as an employee of the district. This physician is referred to as the medical inspector in N.J.S.A. 18A:40-4.1.
9. "Advanced practice nurse" means a person who holds current certification as nurse practitioner/clinical nurse specialist from the State Board of Nursing.
10. "Certified school nurse" means a person who holds a current license as a registered professional nurse from the State Board of Nursing and an Educational Services **Certificate with a school nurse endorsement**, ~~school nurse~~, or school nurse/non-instructional from the Department of Education pursuant to N.J.A.C. ~~6A:9-13.3 and 13.4~~ **6A:9B-14.3 and 14.4**.

B. Permission for Administration by a School Nurse or Registered Nurse

1. Permission for the administration of medication in school or at school-related events will be given only when it is necessary for the health and safety of the student.
2. Medication will not be administered to a student who is physically unfit to attend school or has a contagious disease. Any such student should not be permitted to attend school and may be excluded in accordance with Policy No. 8451.
3. Parent requests for the administration of medication in school must be made in writing and signed by the parent.
4. The parent must submit a certified statement written and signed by the student's physician. The statement must include:
 - a. The student's name;
 - b. The name of the medication;
 - c. The purpose of its administration to the student for whom the medication is intended;



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- d. The proper timing and dosage of medication;
 - e. Any possible side effects of the medication;
 - f. The time when the medication will be discontinued;
 - g. A statement that the student is physically fit to attend school and is free of contagious disease; and
 - h. A statement that the student would not be able to attend school if the medication is not administered during school hours.
5. The request for the administration of medication must be made to the Principal prior to any administration of medication or delivery of the medication to the school. The Principal may consult with the school nurse and the school physician in making his/her final determination to allow or deny the request.
- a. An approved request will be signed by the Principal and given to the school nurse and the student's parent.
 - b. The parent will be informed of the reason for a denied request; a denied request may be appealed to the Superintendent.

C. Administration of Epinephrine to Students

1. The parent may provide the Superintendent authorization for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to a student for anaphylaxis provided:
- a. The parent provides the Superintendent a written authorization for the administration of epinephrine with written orders from the physician or an advanced practice nurse that the student requires the administration of epinephrine for anaphylaxis.



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- b. The school nurse has the primary responsibility for the administration of epinephrine. However, the school nurse shall designate, in consultation with the Board or Superintendent, additional employees of the district who volunteer to administer epinephrine via a pre-filled auto-injector mechanism to a student when the school nurse is not physically present at the scene. These volunteers shall be trained using standardized training protocols established by the New Jersey Department of Education in consultation with the Department of Health and Senior Services. The student's parent must consent in writing to the administration of epinephrine via a pre-filled auto-injector mechanism by the designee(s).
- c. The parent must be informed in writing by the Board or Superintendent that the school district and its employees or agents shall have no liability as a result of any injury to a student arising from the administration of epinephrine via a pre-filled auto-injector mechanism.
- d. The parent must sign a statement acknowledging their understanding the district shall incur no liability as a result of any injury arising from the administration of epinephrine via a pre-filled auto-injector mechanism to the student and the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of epinephrine via a pre-filled auto-injector mechanism to the student.
- e. The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism is effective for the school year it is granted and must be renewed for each subsequent school year upon the fulfillment of the requirements as outlined in a. through d. above.



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- f. The school nurse shall be responsible for the placement of the student's prescribed epinephrine in a secure but unlocked location easily accessible by the school nurse and trained designees to ensure prompt availability in the event of an allergic emergency at school or at a school function. The location of the epinephrine shall be indicated on the student's emergency care plan. Back-up epinephrine shall also be available at the school if needed.
- g. The school nurse or trained designee shall be promptly available on site at the school and school-sponsored functions in the event of an allergic reaction.
- h. The school nurse or trained designee shall arrange for the transportation of the student to a hospital emergency room by emergency services personnel after the administration of epinephrine, even if the student's symptoms appear to have resolved.
- i. In accordance with the provisions of N.J.S.A. 18A:40-12.5.f, the school nurse or a designated employee trained to administer epinephrine via a pre-filled auto-injector mechanism is permitted to administer epinephrine via a pre-filled auto-injector mechanism to any student without a known history of anaphylaxis or to any student whose parent has not met the requirements outlined above when the school nurse or trained designee in good faith believes the student is having an anaphylactic reaction.
- j. Each school in the district will maintain in a secure, but unlocked and easily accessible location, a supply of epinephrine auto-injectors prescribed under a standing order from a licensed physician, and that is accessible to the school nurse and trained designees for administration to a student having an anaphylactic reaction.



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D. Permission for Self-Administration of Medication

Permission for self-administration of medication of a student with asthma, other potentially life-threatening illness, or a life-threatening allergic reaction may be granted under the following conditions:

1. Parent of the student must provide the Board written authorization for the self-administration of medication;
2. The parent of the student must also provide the Board with a signed written certification from the physician of the student that the student has asthma or another potentially life threatening illness or is subject to a life-threatening allergic reaction and is capable of, and has been instructed in, the proper method of self-administration of medication. The written certification must include:
 - a. The student's name;
 - b. The name of the medication;
 - c. The purpose of its administration to the student for whom the medication is intended;
 - d. The proper timing and dosage of medication;
 - e. Any possible side effects of the medication;
 - f. The time when the medication will be discontinued;
 - g. A statement that the student is physically fit to attend school and is free of contagious disease; and
 - h. A statement the medication must be administered during the school day or the student would not be able to attend school.



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3. The parent of the student have signed a statement acknowledging that the school district shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parent shall indemnify and hold harmless the school district, the Board, and its employees or agents against any claims arising out of the self-administration of medication by the student;
4. The parent's written authorization and the physician's written certification shall be reviewed by the Principal or designee with the school nurse and the school physician. The school nurse and the school physician must agree the student is capable of self-administration of the medication. If it is determined the student may self-administer medication in accordance with the request:
 - a. The request will be signed by the Principal and given to the school nurse and the student's parent;
 - b. The parent will be informed of the reason for a denied request; a denied request may be appealed to the Superintendent.
5. Permission to self-administer one medication shall not be construed as permission to self-administer other medication; and
6. Permission shall be effective on the school year for which it is granted and shall be renewed for each subsequent school year upon fulfillment of the requirements in 1. through 4. above.

E. Custodianship of Medication

1. Medications to be administered by the school nurse or a registered nurse:
 - a. All medications must be delivered to the school by the parent.
 - b. All medications must be in the original container, with the prescription information affixed.



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- c. The school nurse shall be custodian of students' medication, which will be properly secured.
 - d. Any unused medication must be picked up by the student's parent.
 - e. After reasonable efforts to have the parent retrieve the medication have failed, any unused medication that remains in the school at the end of the school year or two school weeks after the student stops taking the medication, whichever first occurs, must be destroyed or discarded by the school nurse, in accordance with proper medical controls.
2. Medications to be self-administered by a student:
- a. Time being of the essence in cases of asthma, other potentially life threatening illness, or a life-threatening allergic reaction, all medications to be self-administered by a student must be kept in the student's possession.
 - b. No student may possess medication for self-administration unless the proper permission has been granted by the Principal and a record of the medication is on file in the office of the school nurse.
 - c. Students who are permitted to self-administer medications must secure their medication in such a manner that the medication will not be available to other students. The medication must be in a sealed container and clearly labeled with the medication name, dosage, and ordering physician. The medication, if ingested by someone other than the student, shall not cause severe illness or death.
 - d. Students who are permitted to self-administer medications shall only have in their possession the quantity of medication necessary for the time period of the student's school day.



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- e. Notwithstanding any other law or regulation, a student who is permitted to self-administer medication in accordance with the provisions of N.J.S.A. 18A:40-12.3 shall be permitted to carry an inhaler or prescribed medication for allergic reactions, including a pre-filled auto-injector mechanism, at all times, provided the student does not endanger himself or other persons through misuse.

F. Administration of Medication

1. No medication shall be administered to or taken by a student in school or at a school-sponsored event except as permitted by Board policy and this regulation.
2. Medication will only be administered to students in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, a student who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency pursuant to N.J.S.A. 18A:40-12.5 and 12.6.
3. When practicable, self-administration of medication should be observed by the school nurse.
4. Students self-administering medication shall report each administration of medication and any side effects to a teacher, coach, or the individual in charge of the student during school activities. Such individuals shall report all administrations and any side effects reported or observed to the school nurse within twenty-four hours.
5. When a student attends a school-sponsored event at which medication may be required (such as an outdoor field trip or athletic competition) and the school nurse cannot be in attendance, the student's parent will be invited to attend. If neither the school nurse nor the parent can attend and the student does not have permission to self-administer medication and there is a risk that the student may suffer injury from lack of medication, the student may be excused from the event.



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G. Emergencies

1. Any medical emergency requiring medication of students will be handled in accordance with Policy No. 8441 and implementing regulations on first aid and, as appropriate, the school physician's standing orders for school nurses. Arrangements will be made to transport a student to a hospital emergency room after the administration of epinephrine in accordance with N.J.S.A. 18A:40-12.5.e.(3).
2. Nothing in N.J.S.A. 18A:40-12.6 prohibits the emergency administration of epinephrine via a pre-filled auto-injector mechanism to a student for anaphylaxis by the school nurse or other trained designated employees pursuant to N.J.S.A. 18A:40-12.6 when the student is authorized to self-administer epinephrine pursuant to N.J.S.A. 18A:40-12.3, or when there is a coexisting diagnosis of asthma, or when a prescription is received from a licensed health care professional for epinephrine coupled with another form of medicine, or when the epinephrine is administered pursuant to N.J.A.C. 18A:40-12.5.

H. Records

The school nurse shall include the following in a student's health record:

1. The approved written request for the administration or self-administration of medication;
2. A record of each instance of the administration of the medication by the school nurse or a registered nurse;
3. A record of reports by teachers, coaches, and other individuals in charge of school activities who report student self-administration of medication;
4. Any side effects that resulted from the administration of medication; and
5. Whether the supply of medication provided in cases where the medication is to be administered by the school nurse or a registered nurse was exhausted or the parent removed the medication or, if the parent failed to remove the medication, the medication was destroyed and the date on which that occurred.



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Administration of Medication

I. Notification

1. The school nurse may provide the Principal and other teaching staff members concerned with the student's educational progress with information about the medication and administration when such release of information is in the student's best educational interest.
2. The school nurse will provide teachers, coaches, and other individuals in charge of school activities with a list of students who have been given permission to self-administer medication.
3. The school nurse will inform the student's parent of any difficulty in the administration of medication or any side effects.
4. The school nurse will report to the school physician any student who appears to be adversely affected by the medication.

Adopted:



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Administration of Medication

Jun 16

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[See POLICY ALERT Nos. 125, 133, 144, 145, 157, 173, 179, 206 and 209]

R 5330 ADMINISTRATION OF MEDICATION

A. Definitions

1. "Medication" means any prescription drug or over-the-counter medicine or nutritional supplement and includes, but is not limited to, aspirin and cough drops.
2. "Administration" means the taking of any medication by ingestion, injection, or application to any part of the body or the giving of direct physical assistance to the person who is ingesting, injecting, or applying medication.
3. "Self-administration" means carrying and taking medication without the intervention of the school nurse, approved through the school district policy and restricted to students with asthma, other potentially life-threatening illnesses or life-threatening allergic reaction.
4. "Life-threatening illness" means an illness or condition that requires an immediate response to specific symptoms or sequelae (an after effect of disease or injury) that if left untreated may lead to potential loss of life, i.e. adrenaline injection in anaphylaxis.
5. "A pre-filled auto-injector mechanism containing epinephrine" is a medical device used for the emergency administration of epinephrine to a student for anaphylaxis.
6. "Noncertified school nurse" means a person who holds a current license as a registered professional nurse from the State Board of Nursing and is employed by the district, and who is not certified as a school nurse by the Department of Education.
7. "Substitute school nurse" means a person who holds a current license as a registered professional nurse from the State Board of Nursing and who has been issued a county substitute certificate to serve as a substitute for a certified school nurse in accordance with N.J.A.C. 6A:9-6.5(i) 6A:9B-7.6.



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8. "School physician" means a physician with a current license to practice medicine or osteopathy from the New Jersey Board of Medical Examiners who works under contract or as an employee of the district. This physician is referred to as the medical inspector in N.J.S.A. 18A:40-4.1.
9. "Advanced practice nurse" means a person who holds current certification as nurse practitioner/clinical nurse specialist from the State Board of Nursing.
10. "Certified school nurse" means a person who holds a current license as a registered professional nurse from the State Board of Nursing and an Educational Services **Certificate with a school nurse endorsement**, ~~school nurse~~, or school nurse/non-instructional from the Department of Education pursuant to N.J.A.C. 6A:9-13.3 and 13.4 **6A:9B-14.3 and 14.4**.

B. Permission for Administration by a School Nurse or Registered Nurse

1. Permission for the administration of medication in school or at school-related events will be given only when it is necessary for the health and safety of the student.
2. Medication will not be administered to a student who is physically unfit to attend school or has a contagious disease. Any such student should not be permitted to attend school and may be excluded in accordance with Policy No. 8451.
3. Parent requests for the administration of medication in school must be made in writing and signed by the parent.
4. The parent must submit a certified statement written and signed by the student's physician. The statement must include:
 - a. The student's name;
 - b. The name of the medication;
 - c. The purpose of its administration to the student for whom the medication is intended;



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- d. The proper timing and dosage of medication;
 - e. Any possible side effects of the medication;
 - f. The time when the medication will be discontinued;
 - g. A statement that the student is physically fit to attend school and is free of contagious disease; and
 - h. A statement that the student would not be able to attend school if the medication is not administered during school hours.
5. The request for the administration of medication must be made to the Principal prior to any administration of medication or delivery of the medication to the school. The Principal may consult with the school nurse and the school physician in making his/her final determination to allow or deny the request.
- a. An approved request will be signed by the Principal and given to the school nurse and the student's parent.
 - b. The parent will be informed of the reason for a denied request; a denied request may be appealed to the Superintendent.

C. Administration of Epinephrine to Students

1. The parent may provide the Superintendent authorization for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to a student for anaphylaxis provided:
- a. The parent provides the Superintendent a written authorization for the administration of epinephrine with written orders from the physician or an advanced practice nurse that the student requires the administration of epinephrine for anaphylaxis.



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- b. The school nurse has the primary responsibility for the administration of epinephrine. However, the school nurse shall designate, in consultation with the Board or Superintendent, additional employees of the district who volunteer to administer epinephrine via a pre-filled auto-injector mechanism to a student when the school nurse is not physically present at the scene. These volunteers shall be trained using standardized training protocols established by the New Jersey Department of Education in consultation with the Department of Health and Senior Services. The student's parent must consent in writing to the administration of epinephrine via a pre-filled auto-injector mechanism by the designee(s).
- c. The parent must be informed in writing by the Board or Superintendent that the school district and its employees or agents shall have no liability as a result of any injury to a student arising from the administration of epinephrine via a pre-filled auto-injector mechanism.
- d. The parent must sign a statement acknowledging their understanding the district shall incur no liability as a result of any injury arising from the administration of epinephrine via a pre-filled auto-injector mechanism to the student and the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of epinephrine via a pre-filled auto-injector mechanism to the student.
- e. The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism is effective for the school year it is granted and must be renewed for each subsequent school year upon the fulfillment of the requirements as outlined in a. through d. above.



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- f. The school nurse shall be responsible for the placement of the student's prescribed epinephrine in a secure but unlocked location easily accessible by the school nurse and trained designees to ensure prompt availability in the event of an allergic emergency at school or at a school function. The location of the epinephrine shall be indicated on the student's emergency care plan. Back-up epinephrine shall also be available at the school if needed.
- g. The school nurse or trained designee shall be promptly available on site at the school and school-sponsored functions in the event of an allergic reaction.
- h. The school nurse or trained designee shall arrange for the transportation of the student to a hospital emergency room by emergency services personnel after the administration of epinephrine, even if the student's symptoms appear to have resolved.
- i. In accordance with the provisions of N.J.S.A. 18A:40-12.5.f, the school nurse or a designated employee trained to administer epinephrine via a pre-filled auto-injector mechanism is permitted to administer epinephrine via a pre-filled auto-injector mechanism to any student without a known history of anaphylaxis or to any student whose parent has not met the requirements outlined above when the school nurse or trained designee in good faith believes the student is having an anaphylactic reaction.
- j. Each school in the district will maintain in a secure, but unlocked and easily accessible location, a supply of epinephrine auto-injectors prescribed under a standing order from a licensed physician, and that is accessible to the school nurse and trained designees for administration to a student having an anaphylactic reaction.



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D. Permission for Self-Administration of Medication

Permission for self-administration of medication of a student with asthma, other potentially life-threatening illness, or a life-threatening allergic reaction may be granted under the following conditions:

1. Parent of the student must provide the Board written authorization for the self-administration of medication;
2. The parent of the student must also provide the Board with a signed written certification from the physician of the student that the student has asthma or another potentially life threatening illness or is subject to a life-threatening allergic reaction and is capable of, and has been instructed in, the proper method of self-administration of medication. The written certification must include:
 - a. The student's name;
 - b. The name of the medication;
 - c. The purpose of its administration to the student for whom the medication is intended;
 - d. The proper timing and dosage of medication;
 - e. Any possible side effects of the medication;
 - f. The time when the medication will be discontinued;
 - g. A statement that the student is physically fit to attend school and is free of contagious disease; and
 - h. A statement the medication must be administered during the school day or the student would not be able to attend school.



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3. The parent of the student have signed a statement acknowledging that the school district shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parent shall indemnify and hold harmless the school district, the Board, and its employees or agents against any claims arising out of the self-administration of medication by the student;
4. The parent's written authorization and the physician's written certification shall be reviewed by the Principal or designee with the school nurse and the school physician. The school nurse and the school physician must agree the student is capable of self-administration of the medication. If it is determined the student may self-administer medication in accordance with the request:
 - a. The request will be signed by the Principal and given to the school nurse and the student's parent;
 - b. The parent will be informed of the reason for a denied request; a denied request may be appealed to the Superintendent.
5. Permission to self-administer one medication shall not be construed as permission to self-administer other medication; and
6. Permission shall be effective on the school year for which it is granted and shall be renewed for each subsequent school year upon fulfillment of the requirements in 1. through 4. above.

E. Custodianship of Medication

1. Medications to be administered by the school nurse or a registered nurse:
 - a. All medications must be delivered to the school by the parent.
 - b. All medications must be in the original container, with the prescription information affixed.



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- c. The school nurse shall be custodian of students' medication, which will be properly secured.
 - d. Any unused medication must be picked up by the student's parent.
 - e. After reasonable efforts to have the parent retrieve the medication have failed, any unused medication that remains in the school at the end of the school year or two school weeks after the student stops taking the medication, whichever first occurs, must be destroyed or discarded by the school nurse, in accordance with proper medical controls.
2. Medications to be self-administered by a student:
- a. Time being of the essence in cases of asthma, other potentially life threatening illness, or a life-threatening allergic reaction, all medications to be self-administered by a student must be kept in the student's possession.
 - b. No student may possess medication for self-administration unless the proper permission has been granted by the Principal and a record of the medication is on file in the office of the school nurse.
 - c. Students who are permitted to self-administer medications must secure their medication in such a manner that the medication will not be available to other students. The medication must be in a sealed container and clearly labeled with the medication name, dosage, and ordering physician. The medication, if ingested by someone other than the student, shall not cause severe illness or death.
 - d. Students who are permitted to self-administer medications shall only have in their possession the quantity of medication necessary for the time period of the student's school day.



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- e. Notwithstanding any other law or regulation, a student who is permitted to self-administer medication in accordance with the provisions of N.J.S.A. 18A:40-12.3 shall be permitted to carry an inhaler or prescribed medication for allergic reactions, including a pre-filled auto-injector mechanism, at all times, provided the student does not endanger himself or other persons through misuse.

F. Administration of Medication

1. No medication shall be administered to or taken by a student in school or at a school-sponsored event except as permitted by Board policy and this regulation.
2. Medication will only be administered to students in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, a student who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency pursuant to N.J.S.A. 18A:40-12.5 and 12.6.
3. When practicable, self-administration of medication should be observed by the school nurse.
4. Students self-administering medication shall report each administration of medication and any side effects to a teacher, coach, or the individual in charge of the student during school activities. Such individuals shall report all administrations and any side effects reported or observed to the school nurse within twenty-four hours.
5. When a student attends a school-sponsored event at which medication may be required (such as an outdoor field trip or athletic competition) and the school nurse cannot be in attendance, the student's parent will be invited to attend. If neither the school nurse nor the parent can attend and the student does not have permission to self-administer medication and there is a risk that the student may suffer injury from lack of medication, the student may be excused from the event.



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Administration of Medication

G. Emergencies

1. Any medical emergency requiring medication of students will be handled in accordance with Policy No. 8441 and implementing regulations on first aid and, as appropriate, the school physician's standing orders for school nurses. Arrangements will be made to transport a student to a hospital emergency room after the administration of epinephrine in accordance with N.J.S.A. 18A:40-12.5.e.(3).
2. Nothing in N.J.S.A. 18A:40-12.6 prohibits the emergency administration of epinephrine via a pre-filled auto-injector mechanism to a student for anaphylaxis by the school nurse or other trained designated employees pursuant to N.J.S.A. 18A:40-12.6 when the student is authorized to self-administer epinephrine pursuant to N.J.S.A. 18A:40-12.3, or when there is a coexisting diagnosis of asthma, or when a prescription is received from a licensed health care professional for epinephrine coupled with another form of medicine, or when the epinephrine is administered pursuant to N.J.A.C. 18A:40-12.5.

H. Records

The school nurse shall include the following in a student's health record:

1. The approved written request for the administration or self-administration of medication;
2. A record of each instance of the administration of the medication by the school nurse or a registered nurse;
3. A record of reports by teachers, coaches, and other individuals in charge of school activities who report student self-administration of medication;
4. Any side effects that resulted from the administration of medication; and
5. Whether the supply of medication provided in cases where the medication is to be administered by the school nurse or a registered nurse was exhausted or the parent removed the medication or, if the parent failed to remove the medication, the medication was destroyed and the date on which that occurred.



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Administration of Medication

I. Notification

1. The school nurse may provide the Principal and other teaching staff members concerned with the student's educational progress with information about the medication and administration when such release of information is in the student's best educational interest.
2. The school nurse will provide teachers, coaches, and other individuals in charge of school activities with a list of students who have been given permission to self-administer medication.
3. The school nurse will inform the student's parent of any difficulty in the administration of medication or any side effects.
4. The school nurse will report to the school physician any student who appears to be adversely affected by the medication.

Adopted:



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Affirmative Action Program
June 16
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[See POLICY ALERT Nos. 191 and 209]

1140 AFFIRMATIVE ACTION PROGRAM

The Board of Education shall adopt and implement written educational equality and equity policies in accordance with the provisions of N.J.A.C. 6A:7 – Managing For Equality And Equity In Education.

The Board's affirmative action program shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status. The affirmative action program will also promote equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.

The Board shall inform the school community it serves of these policies in a manner including, but not limited to, the district's customary methods of information dissemination. The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

The Board shall assess the district's needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of classification and placement of students in special education programs if there is an over representation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.



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Affirmative Action Program

The Board shall annually designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, of whom the Affirmative Action Officer is a member, to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing For Equality And Equity in Education. The Board shall assure that all stakeholders know who the Affirmative Action Officer is and how to access him or her.

The Affirmative Action Officer ~~must~~ **shall** have a New Jersey standard certification with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B et seq. The Affirmative Action Officer shall: coordinate the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of district grievance procedures for handling discrimination complaints; and ensure the district grievance procedures, which include investigative responsibilities and reporting information, are followed.

The Affirmative Action Team shall: develop the Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the district's Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the Comprehensive Equity Plan; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

The Board shall provide professional development training to all certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. Parents and other community members shall be invited to participate in the professional development training.



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Affirmative Action Program

The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status.

N.J.A.C. 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Adopted:



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Comprehensive Equity Plan
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[See POLICY ALERT Nos. 136, 168, 172, 191 and 209]

1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall submit a Comprehensive Equity Plan based on an assessment of the district's needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners, including students and teachers.

The Board's obligation to be accountable for the requirements in N.J.A.C. 6A:7 is not precluded or alleviated by any rule or regulation of any organization, club, athletic association, or other league or group.

The Comprehensive Equity Plan shall include the following:

1. ~~A needs assessment that includes student assessment and behavioral data disaggregated by gender, race, ethnicity, Limited English Proficiency, Special Education, Migrant, date of enrollment, student suspension, expulsion, Child Study Team referrals, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within a certain group; staffing practices; quality of program data; and stakeholder satisfaction data~~ **An assessment of the school district's needs for achieving equity in educational programs. The assessment shall include staffing practices, quality-of-program data, stakeholder-satisfaction data, and student assessment and behavioral data disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, Child Study Team referrals, preschool through grade twelve promotion/retention data, preschool through grade twelve completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within a certain group;**



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Comprehensive Equity Plan

2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the Comprehensive Equity Plan;
3. ~~Adequate yearly p~~Progress targets for closing the achievement gap;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the Core Curriculum Content Standards; differentiated instruction and formative assessments aligned to Core Curriculum Content Standards; and high expectations for teaching and learning; and
5. Annual targets addressing district needs in equity in school and classroom practices that are aligned to professional development targets.

A Comprehensive Equity Plan shall be ~~developed~~ **written** every three years and the Board of Education shall initiate the Comprehensive Equity Plan within sixty days of its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.

In the event the Board of Education does not implement the Comprehensive Equity Plan within one hundred eighty days of its approval date, or fails to report its progress annually, ~~or as required by the New Jersey Department of Education,~~ sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.

N.J.A.C. 6A:7-1.9

Adopted:



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Equal Employment Opportunities

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[See **POLICY MEMO No. 116**]

[See **POLICY ALERT Nos. 136, 168, 191 and 209**]

1530 EQUAL EMPLOYMENT OPPORTUNITIES

The Board of Education shall, in accordance with law, guarantee equal employment opportunity throughout the district.

The Board shall ensure all persons shall have equal and bias free access to all categories of employment and equal pay for equal work in this district without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1. The school district's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable practices that prevent imbalance and isolation based on race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, socioeconomic status, or disability among the district's certificated and non-certificated staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

The Board will target underutilized groups in every category of employment. The Board will provide among the faculty of each school role models of diverse racial and cultural backgrounds.

The Board shall not enter into a contract with a person, agency, or organization that discriminates in employment practices or in the provision of benefits or services, on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, socioeconomic status, or disability, either in employment practices or in the provision of benefits or services to students or employees, pursuant to N.J.A.C. 6A:7-1.1.



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Equal Employment Opportunities

The Superintendent shall promulgate a complaint procedure for the adjudication of disputes alleging violation of the law prohibiting discrimination in employment or this policy.

The Board shall not discriminate against any person for that person's exercise of rights under the laws prohibiting discrimination in employment or this policy.

N.J.S.A. 18A:6-5; 18A:6-6; 18A:28-10; 18A:29-2

N.J.A.C. 6A:7-1.1 et seq.; 6A:7-1.8

Adopted:



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Equal Employment Opportunity Complaint Procedure

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[See **POLICY ALERT Nos. 116, 191 and 209**]

R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy No. 1530, guaranteeing “equal access to all categories of employment without regard to the candidate’s race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, socioeconomic status, or disability.”
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should 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 employees.

B. Definitions

1. “Board of Education” means the Board of Education of the _____ School District.
2. “Complaint” means an alleged discriminatory act or practice.
3. “Complainant” means a staff member who alleges a discriminatory act or practice.



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Equal Employment Opportunity Complaint Procedure

4. "Day" means a working or calendar day as identified.
5. "Discriminatory act or practice" means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy No. 1530.
6. "School district" means the _____ School District.

C. Procedure

1. A complainant who believes that he/she has been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
 - a. The complainant's name and address,
 - b. The specific act or practice that the complainant complains of,
 - c. The school employee, if any, responsible for the allegedly discriminatory act,
 - d. The results of discussions conducted in accordance with paragraph C.1., and
 - e. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.



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Equal Employment Opportunity Complaint Procedure

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



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Equal Employment Opportunity Complaint Procedure

9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the:
 - a. Commissioner of Education
New Jersey State Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500
Telephone: (877) 900-6960 or the
 - b. New Jersey Division on Civil Rights
Trenton Regional Office
Office of the Attorney General
140 East Front Street – 6th Floor
Trenton, New Jersey 08625-0090
Telephone: (609) 292-4605

D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.
2. A copy of the decision rendered at the highest level of appeal will be kept in the employee's personnel file.

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Affirmative Action Program for Employment and

Contract Practices

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[See **POLICY ALERT** Nos. 116, 167, 172, 191 and 209]

1550 AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES

The Board of Education shall, in accordance with State statutes and administrative code and Federal law and regulations, strive to overcome the effects of any previous patterns of discrimination in district employment practices and shall systematically monitor district procedures to ensure continuing compliance with anti-discrimination laws and regulations.

The Board will ensure all persons regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status shall have equal and bias-free access to all categories of employment in the public educational system of New Jersey, pursuant to N.J.A.C. 6A:7-1.1.

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status, either in employment practices or in the provision of benefits or services to students or employees.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status.

The Board shall ensure equal pay for equal work among members of the district's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, **gender identity or expression**, religion, disability, or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

N.J.A.C. 6A:7-1.1 et seq.; 6A:7-1.8

Adopted:



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[See POLICY ALERT Nos. 95, 120, 137, 147, 153 and 209]

2200 CURRICULUM CONTENT

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

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

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

Districts with secondary school(s)

[and the courses required by Policy No. 5460 and N.J.A.C. 6A:8-5 for high school graduation.]

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs the curriculum be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified student needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels



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Choose one or more of the following alternatives:

- ___ and among the schools of this district.
- ___ and among the constituent districts of the _____ Regional School District.
- ___ and among the school districts sending to the _____ School District.

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

1. Preparation of all students for employment or post secondary study upon graduation from high school;
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all students in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for students of limited English language proficiency, when the number of such students so necessitates, in accordance with Policy No. 2423;



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7. Programs and services for students at risk who require remedial assistance in accordance with ~~Policy Nos.~~ **Policies** 2414, 2415, and 5460;
8. Equal educational opportunity for all students in accordance with ~~Policy Nos.~~ **Policies** 2260, 5750, and 5755;
9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for students with exceptional abilities, in accordance with ~~Policy No.~~ 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

New Jersey Core Curriculum Content Standards

Adopted:



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[See POLICY ALERT Nos. 153 and 209]

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 ~~different~~ races, colors, creeds, sexes, **age, marital status, affectional or sexual orientations, gender, gender identity or expression, religion, ancestryies, national origins, social or socioeconomic status, and/or disabilityies.**

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, ~~N.J.A.C. 6:4-1.3(f)~~; 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, ~~N.J.A.C. 6:4-1.3(f)~~.
- D. Community involvement when developing instructional programs and attendant materials shall be encouraged.

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[See POLICY ALERT Nos. 95, 116, 191 and 209]

2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

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

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



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Affirmative Action Program for School and Classroom Practices

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

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



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Affirmative Action Program for School and Classroom Practices

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

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

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

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

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

Adopted:



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[See POLICY ALERT Nos. 102, 153, 168, 172 and 209]

2411 GUIDANCE COUNSELING

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

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall

Choose only one of the following alternatives:

- ___ be conducted entirely by teaching staff members certified as guidance personnel.
- ___ include the services of teaching staff members certified as guidance personnel and other designated teaching staff members.
- ___ be the responsibility of the classroom teacher, who may draw upon the services of other, more specialized staff members as required.
- ___ involve the coordinated efforts of all teaching staff members under the leadership of certified guidance and counseling personnel.

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

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parent(s) ~~or legal guardian(s)~~ and shares parents' ~~or legal guardians'~~ concern for the development of their children;



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Guidance Counseling

6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. Is available equitably to all students and prohibits biased counseling and the use of materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability; and
8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

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

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

Adopted:



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[See POLICY ALERT Nos. 153 and 209]

R 2411 GUIDANCE AND COUNSELING

A. Counseling Services

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



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Guidance and Counseling

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(s) or legal guardian(s) in resolving individual student problems and addressing student needs,



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Guidance and Counseling

- 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(s) ~~or legal guardian(s)~~ 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.

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[See POLICY ALERT Nos. 94, 102, 110, 120, 137,
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2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for **English language learners (ELLs)** ~~students of Limited English Proficiency (LEP)~~ as required by law and rules of the State Board of Education. ~~ELLs Students of LEP~~ are those students whose native language is other than English and who have **varying degrees of English language proficiency in any one of the domains of sufficient difficulty speaking, reading, writing, or understanding listening and is synonymous with limited the English speaking ability pursuant to N.J.S.A. 18:35-15 to 26 language-English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English.**

Identification of ~~LEP~~ Students **ELLs**

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

Program Implementation

The district shall provide the following programs:

1. An English language services program **to improve the English language proficiency of ELLs** whenever there are **at least one or more**, but fewer than ten ~~LEP students~~ **ELLs** enrolled ~~within the schools of in the school district~~. English language services shall be **provided** in addition to the regular school program;



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2. An ESL program **that provides at least one period of ESL instruction based on student language proficiency** whenever there are ten or more ~~LEP students~~ **ELLs** enrolled ~~within the schools of~~ **in the school** district; and
3. A bilingual **education** program whenever there are twenty or more ~~LEP students~~ **ELLs** in any one-language classification **enrolled in the school district pursuant to N.J.S.A. 18A:35-18**. Where the age range, grade span, and/or geographical location of eligible students makes a full-time bilingual program impractical, the Board may **annually** offer an instructional program alternative, provided ~~that program has been approved or~~ a waiver for the alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty students.

All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every student participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years **pursuant to N.J.S.A. 18A:35-19**.

Bilingual, ~~ESL~~ **English as a Second Language**, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

Students enrolled in a bilingual, ESL, or English language services program shall be assessed annually **using with** a New Jersey Department of Education-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program. ~~LEP students~~ **ELLs** enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English ~~p~~Program when they have demonstrated readiness to function successfully in the English-only program. ~~The This 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 New Jersey Department of Education-established standard on an English language proficiency test, and Tthe readiness of the student shall be further assessed on the basis of multiple indicators that which shall include, at a minimum; include classroom performance; the~~



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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.

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

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

When the ~~exit~~ review process **for exiting a student from a bilingual, ESL, or English language services program has been** is completed, the student's ~~parent(s) or legal guardian(s)~~ shall be informed by mail of the placement determination. A ~~parent(s) or legal guardian(s)~~, or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the **Superintendent of Schools 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 **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**. A complainant not satisfied with the Board's **determination of the appeal explanation** may appeal to the Commissioner of Education.



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Parental Involvement

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

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

Parent(s) or legal guardian(s) shall receive progress reports **of students enrolled in bilingual, ESL, or English language services programs** in the same manner and frequency as **progress reports are** those sent to parents or legal guardians of other students **enrolled in the district.**

The Superintendent or designee will provide for the maximum practical involvement of parent(s) of ELLs ~~Parent(s) or legal guardian(s) of students of limited English proficiency will be offered opportunities for involvement 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.~~ **A school district that implements a bilingual education program shall establish a parent** ~~An advisory committee on bilingual education shall be formed with of which the majority membership will be being~~ parent(s) or legal guardian(s) of students of limited English proficiency of ELLs.



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Graduation

~~ELLs Students of limited English proficiency~~ will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy No. 5460.

Program Plan

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

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

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R 2423 BILINGUAL AND ESL EDUCATION

A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all ~~these~~ courses or subjects ~~which~~ **that** a child is required by law or rule to receive, given in the native language of ~~the limited English proficient students~~ **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 ~~the limited English proficient students~~ **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 ~~which~~ **that** is the native land of the parents of ~~limited English proficient students~~ **ELLs** enrolled in the program, and in the history and culture of the United States. ~~All students in bilingual education programs receive English as a second language instruction.~~
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.



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5. "Dual-language bilingual education program" means a full-time program of instruction in elementary and secondary schools ~~which~~ **that** provides structured English language instruction and instruction in a second language in all content areas for ~~LEP~~ **ELL** students and for native English speaking students enrolled in the program.
6. "Educational needs" means the particular educational requirements of ~~students of limited English proficiency;~~ **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 ~~up to two periods~~ **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 fluency" means the ability to speak the language with sufficient structural accuracy; use vocabulary to participate effectively in most formal and informal conversations on practical, social, and school topics; read material for information; and complete forms and write essays and reports on familiar topics. Language fluency is not the same as language proficiency, which is the full command of language skills.~~

"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>.



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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.
910. "English language proficiency test" means a test ~~that~~ which measures English language skills in the areas of aural comprehension, speaking, reading, and writing.
1011. "English language services" means services designed to improve the English language skills of ~~students of limited English proficiency~~ ELLs. These services, provided in school districts with less than ten ~~students of limited English proficiency~~ ELLs, are in addition to the regular school program and ~~have as their goal the development of~~ **are designed to develop** aural comprehension, speaking, reading, and writing skills in English.
- ~~11. "ESL standards for Pre-Kindergarten through grade twelve students" means the WIDA English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade Twelve, 2007 edition, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. These are the standards and language competencies limited English proficient students in Pre-Kindergarten 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.~~
12. "Exit criteria" means the criteria ~~which~~ **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.



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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. "Limited English proficient (LEP) students" means students from Pre-Kindergarten through grade twelve whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English. This term means the same as limited English speaking ability, the term used in N.J.S.A. 18A:35-15 to 26.~~
- ~~16~~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.
- ~~17~~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** ~~Where~~ 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.
- ~~18~~17. "Review process" **is means** the process established by the Board of Education to assess ~~limited English proficient students~~ **ELLs** for exit from a bilingual, ESL, or English language services programs.
- ~~19~~18. "Sheltered English instruction" **is means** an instructional approach used to make academic instruction in English understandable to ~~LEP ELLs students~~. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for **ELLs** ~~LEP students~~.



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B. Identification of Eligible ~~Limited~~ English Language Learners (ELLs)
~~Proficient (LEP) Students~~

1. The Superintendent of Schools will designate a teaching staff member(s) who _____ will determine the native language of each ~~ELL LEP~~ student 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.**

~~Report annually to the New Jersey Department of Education as part of the Fall LEP Enrollment Summary, the number of all LEP students whose native language is other than English and, of that group, the number who are LEP students.~~

- ~~2. The Board approved screening process, initiated by a home language survey, shall 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 those students that are proficient English speakers and need no further testing.~~

32. 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** ~~the administration of~~ a Department of Education-approved English language proficiency test, assessing the level of



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reading in English, reviewing the previous academic performance of students, **including their performance on as well as** standardized tests in English, and reviewing the input of teaching staff members responsible for the educational program for **ELLs** ~~the limited English proficient students~~. 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**, ~~are students of limited English proficiency~~. The district shall also use age-appropriate assessment methodologies to identify ~~limited English proficient~~ preschool **ELLs** ~~students in order~~ to determine their individual language development needs.

C. Bilingual Programs for ~~Limited English Proficient Students~~ **Language Learners (ELLs)**

1. All Kindergarten through ~~twelfth~~ grade ~~twelve LEP students~~ **ELLs** enrolled in the district **pursuant to N.J.S.A. 18A:7F-46** will **be provided with all** ~~receive~~ required courses and support services outlined in a. through g. below to prepare ~~LEP students~~ **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** ~~LEP students~~. The district shall also provide appropriate instructional programs to eligible pre-school ~~LEP students~~ **ELLs** based on need according to the New Jersey Preschool **Program Implementation Guidelines, 2015 Teaching and Learning Expectations: Standards of Quality (2004)**. **The guidelines provide developmentally appropriate recommendations** ~~These standards are guidelines 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** ~~LEP students~~ whenever there are **at least one or more**, but fewer than ten ~~LEP students~~ **ELLs** enrolled ~~within the schools of in~~ the **school** district. English language services shall be **provided** in addition to the regular school program.



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- b. **The Board of Education shall establish** ~~a~~An ESL program that provides **at least one** ~~up to two~~ periods of ESL instruction based on student language proficiency whenever there are ten or more ~~LEP~~ **ELLs** enrolled ~~within the schools of~~ **in the school** district.
- (1) ~~An~~ **The** ESL curriculum that addresses the WIDA English ~~II~~Language **development Proficiency** ~~s~~Standards ~~as amended and supplemented~~ shall be developed and adopted by the Board to address the instructional needs of **ELLs** ~~LEP~~ students.
 - (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 ~~being~~ taught.
- c. **The Board of Education shall establish** A bilingual education programs ~~will be established~~ whenever there are twenty or more ~~limited English proficient~~ students **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 ~~LEP~~ **ELLs** to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All ~~LEP~~ **ELLs** participating in the bilingual programs **shall** ~~will~~ also receive ESL instruction;
 - (2) Include a ~~bilingual program~~ curriculum that addresses the Core Curriculum Content Standards, the WIDA English ~~II~~Language **development Proficiency** ~~s~~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.



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- d. ~~ELLs LEP students will~~ **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 These~~ instructional opportunities shall be designed to assist ~~LEP students~~ **ELLs** to fully comprehend all subject matter and demonstrate their mastery of the content matter.
- e. The **Board of Education** ~~district~~ shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable ~~LEP students~~ **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 ~~shall be developed~~ 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** ~~a~~Additional programs and services ~~shall be designed~~ to meet the special needs of eligible ~~LEP students~~ **ELLs** and will 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 the~~ schools and may make provisions for the coordination of instruction and services with the **school** district's ~~w~~World ~~I~~languages program. **Dual-language bilingual education programs** ~~This program, if established by the Board,~~ 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, to the extent necessary,~~ be in all courses or subjects of study **that allow** ~~allowing~~ students to meet all grade promotion and



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graduation standards. Where possible, ~~these classes in dual-language bilingual programs shall will~~ be comprised of approximately equal numbers of ~~students of limited English proficiency and 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)** ~~establishing a bilingual education program, pursuant to N.J.S.A. 18A:35-18,~~ to establish **annually** an instructional program alternative ~~on an annual basis~~ 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** ~~that due to age range, grade span, and/or geographic location of eligible students, it would be impractical to provide a full-time bilingual program.~~

1. ~~Any~~ 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 ~~LEP students~~ **ELLs** to develop sufficient English skills and subject-matter skills to meet the Core Curriculum Content Standards.
2. The instructional program alternatives **that shall** ~~to~~ be established ~~shall~~ 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.



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

1. **Each school district providing a** ~~The school district's bilingual program, ESL program, or English language services program~~ **plans shall be submitted a plan every three years to the New Jersey Department of Education every three years for approval. At its discretion, the Department of Education may request modifications, as appropriate. Plans submitted by the school district for approval shall include information on the following** ~~The plans will include the following information:~~

- 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 programs. ~~The budget must indicate how the bilingual categorical aid funds are directly related to the bilingual/ESL program instructional services and materials.~~

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.**

~~The district shall annually submit data on the number of LEP students served, exit data for the LEP students enrolled in the district, and data on the number of immigrant students enrolled in the district.~~



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- ~~3. The district's bilingual/ESL programs will be monitored and evaluated by the New Jersey Department of Education.~~
- ~~4. A school that fails to make progress in meeting the New Jersey Department of Education's annual measurable achievement objectives, must separately inform the parent(s) or legal guardian(s) of an LEP student of the school's failure no later than thirty days after the failure occurs.~~

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** ~~LEP students~~, 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** ~~LEP students~~ and their parents.

G. In-service Training

1. **A plan shall be developed for in-service training will be provided 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 based on their needs and to include instructional strategies and appropriate assessments to help LEP students ELLs meet the Core Curriculum Content Standards and the WIDA English Language development Proficiency Standards. All ESL and bilingual teachers shall will 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** ~~that~~ shall be addressed through in-service training.



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H. Certification of Staff

All teachers in these programs will hold the following certifications:

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

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

1. All **ELLs** ~~LEP students~~ from Kindergarten through ~~twelfth~~ **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** ~~with~~ 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** ~~LEP students~~ enrolled in **the bilingual, ESL, or English language services program** ~~one of these programs~~ shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English-only program. **The** ~~This~~ **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



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standard on an English language proficiency test. ~~The and the~~ readiness of the student shall be further assessed on the basis of multiple indicators ~~that which~~ shall **include**, at a minimum; ~~include~~ 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 ~~according to P.L. 1991, c.12.~~

4. A parent(s) ~~or legal guardian(s)~~ may remove a student who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
5. ~~Students enrolled in a bilingual, ESL, or English language services program shall be assessed annually to determine their progress in achieving English language proficiency goals and readiness for exiting the program.~~
65. 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, ~~with the approval of the Building Principal,~~ 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 will~~ 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.



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- 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.

76. 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(s) ~~or legal guardian(s) shall be informed by mail~~ of the **placement** determination of ~~placement~~. If the parent(s), ~~legal guardian(s)~~ 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 ~~Limited English Proficient Students~~ **Language Learners**

All **ELLs** ~~LEP students~~ 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 ~~approved by the Executive County Superintendent of Schools~~ within the regular school buildings of the **school district per pursuant to N.J.S.A. 18A:35-20**.



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L. Notification to ~~Parents/Legal Guardians~~

1. The school district will notify **by mail** the parents(s) or legal guardian(s) ~~of the LEP student of ELLs by mail of the fact no later than thirty days after the beginning of the school year~~ that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. **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:** ~~The parent(s) or legal guardian(s) must be notified within two weeks of the student's placement in a bilingual, ESL, or English language services program, if the student has not been identified as a LEP student prior to the beginning of the school year.~~
 - a. ~~Why The notice shall inform the parent(s) or legal guardian(s) why the student was identified as an ELL;~~
 - b. **Why LEP and 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** ~~bilingual, ESL, or English language services program;~~
 - bc. ~~The notice will include the student's level of English proficiency, how the such level of English proficiency was assessed, and the student's academic level;~~
 - ed. ~~The notice will include the method of instruction the school district will use that will be used to serve the student, including a description of other methods of instruction~~ **methods** ~~available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;~~



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- de. ~~The notice will inform the parent(s) or legal guardian(s)~~
How the program will meet the **student's** specific needs of the student in attaining English and meeting State standards;
- ef. The **program's** notice will include the exit requirements, the expected rate of transition into a classroom not tailored for **ELLs** ~~LEP students~~, and, in the case of high school students, the expected rate of graduation; **and**
- fg. ~~The notice will inform the parent(s) or legal guardian(s)~~
How the instructional program will meet the objectives of **the an individualized** education program of a student with a disability;.
- g. ~~The notice will include written guidance on the rights that parents have to remove their child from a bilingual, ESL, or English language services program upon their request, in accordance with N.J.A.C. 6A:15-1.13, or to choose another program or method of instruction, if available, and how the parent(s) or legal guardian(s) will be provided assistance in selecting the best program to serve their child;~~
- h. ~~The notice will inform the parent(s) or legal guardian(s) they have the option of declining enrollment if they choose by providing notice to the district no later than ten days after receiving the eligibility notice;~~
- i. ~~The notice shall be in writing and in the language of which the child of the parent(s) or legal guardian(s) so notified possesses a primary speaking ability, and in English; and~~
- j. ~~Whenever the district determines, on the basis of a student's level of English proficiency, that a student should exit from a program of bilingual education, the district shall notify the parent(s) or legal guardian(s) of the student by mail.~~



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2. **The school district shall send progress reports to** ~~The parent(s) or legal guardian(s)~~ of students enrolled in a bilingual, ESL, or English language services programs ~~shall receive progress reports~~ in the same manner and frequency as progress reports are sent to ~~parent(s) and legal guardian(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) ~~or legal guardian(s)~~ of students enrolled in the bilingual ~~and~~ ~~or~~ ESL program unless **the school district it** can be demonstrated and documented in the three-year plan **required in N.J.A.C. 6A:15-1.6(a)** that ~~the~~ **this** requirement would place an unreasonable burden on the district.
4. The **school** district shall notify the parent(s) ~~or legal guardian(s)~~ when ~~a~~ students meets the exit criteria and ~~are~~ **is** placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) ~~or legal guardian(s)~~ possesses a primary speaking ability.

M. Joint Programs

~~With The school district may join with any other school districts, 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(s) ~~or legal guardian(s)~~ of ~~LEP students~~ **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.



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2. ~~A parent(s) or legal guardian(s) will be informed on how they can become involved in the education of their child and how they can actively participate in helping their child learn English, achieve at high levels in the core academic subjects, and meet State standards.~~

32. A **school** district that implements a bilingual education program shall establish a parent advisory committee on bilingual education ~~of~~ on which the majority will be parents or legal guardians of students of ELLs limited English proficiency.

Issued:



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Educational Program Evaluation
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[See POLICY ALERT Nos. 140, 172 and 209]

2610 EDUCATIONAL PROGRAM EVALUATION

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

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

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

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

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

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

N.J.A.C. 6A:19-2.6 [vocational districts]

Adopted:



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Student Assessment
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[See POLICY ALERT Nos. 120, 135, 147, 153, 168, 170, 197, 205 and 209]

2622 STUDENT ASSESSMENT

The Commissioner of Education shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the Core Curriculum Content Standards in accordance with the provisions of N.J.A.C. 6A:8-4.1 et seq. The Board of Education is required to administer the applicable Statewide assessments according to the schedule prescribed by the Commissioner.

State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments will be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

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. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.

Statewide Assessment System

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

Test Administration Procedures and Security Measures

All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.



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Student Assessment

Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student achievement after administration of each test in accordance with the provisions of N.J.A.C. 6A:8-4.2. The Board shall maintain an accurate record of each student's performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2. Information regarding individual student test scores shall only be released in accordance with Federal and State law.

Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.23. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below established levels of student proficiency in any content area either on Statewide or local assessments. All students are expected to demonstrate the knowledge and skills of the Core Curriculum Content Standards as measured by the Statewide assessment system.

Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the State Board of Education and the public on the progress of all students and student subgroups in meeting the Core Curriculum Content Standards as measured by the Statewide assessment system. In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.

Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.



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Student Assessment

Student Accommodations/Modifications

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the Individualized Educational Plan (IEP) or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1.

N.J.S.A. 18A:7C-1

N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7;
6A:14-4.10

Adopted:



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Equal Educational Opportunity
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[See POLICY ALERT Nos. 95, 116, 136, 168 and 209]

5750 EQUAL EDUCATIONAL OPPORTUNITY

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability. The Board shall assure that all students are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability:

1. School climate/learning environment;
2. Courses of study, including Physical Education;
3. Instructional materials and strategies;
4. Library materials;
5. Software and audio-visual materials;
6. Guidance and counseling;
7. Extra-curricular programs and activities;
8. Testing and other assessments.



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Equal Educational Opportunity

The school district's curricula will include Multi-cultural Education content and practices, instruction on African-American History in the teaching of U.S. History and instruction on the Holocaust and other acts of ~~G~~enocide.

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy ~~N~~o. 2260. Students who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation ~~N~~o. 5750 to report and appeal any harassment or discriminatory practice.

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self esteem that this Board wishes to encourage in all students. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

The Superintendent shall develop and promulgate a procedure by which a student or parent may appeal Board policy, district practice, or the act or omission of any district employee that allegedly violates this policy.

42 U.S.C.A. 12101
N.J.S.A. 10:5-1
N.J.S.A. 18A:4A-1, et seq.
N.J.S.A. 18A:6-5 et seq.; 18A:36-20
N.J.A.C. 6A:7-1.1 et seq.; 6A:14-1.2

Adopted:



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Equity in Educational Programs and Services

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[See POLICY ALERT Nos. 136 and 209]

5755 EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES

Equity In Student Access

It is the policy of the Board of Education to ensure equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability.

The school district administration will ensure: that all students will have equal and barrier-free access to all school and classroom facilities, that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses and that minority and male students are not over-represented in detentions, suspensions, expulsions, dropouts, or special needs classifications. Support services will be available to all students and that all limited English-proficient students and students with disabilities will have equal and bias-free access to all school programs and activities. The school district will ensure equal and bias-free access for all students to computers, computer classes, vocational education classes, and technologically-advanced instructional assistance, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability.

The Board of Education will refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments. The school district administration will assign students to ensure that the racial/national origin composition of each school's enrollment reflects the composition of the districtwide enrollment and so that school and classroom enrollments are not identifiable on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex~~, **gender, gender identity or expression**, ~~social or economic~~ **socioeconomic** status, or disability.



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Equity in Educational Programs and Services

Students will not be separated or isolated by race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation ~~or sex,~~ **gender, gender identity or expression,** ~~social or economic~~ **socioeconomic** status, or disability within schools, courses, classes, programs, or extracurricular activities. Bias-free multiple measures for determining the special needs of language-minority students and students with disabilities will be utilized. Pregnant students will be permitted to remain in the regular school program and activities and if not permitted to attend school by her doctor, the student will be provided equivalent instruction.

Equity in Guidance Programs and **Support** Services

The school district will ensure the guidance program **and support services** provides access to adequate and appropriate counseling services for **all students, including, but not limited to,** minority students, limited English-proficient students, non-college bound students, and students with disabilities. A full range of possible career, professional, and/or vocational choices will be presented to all students.

Equity in Physical Education Training

All school district physical education programs will be co-educational, ~~with the exception of wrestling practice and a minimum of 75% of the electives are chosen by at least 30% of enrolled male and female students, when the physical education programs are elective~~ **with any exceptions to be in accordance with Federal and State laws and regulations.**

Equity in Athletic Programs

The school district's athletic program will provide equitable opportunities for female and male students to participate in athletics and equitable support for cheerleading programs and comparable facilities for male and female teams. The athletic program will have relatively equal numbers of varsity and sub-varsity teams for male and female teams and equitable scheduling of night games, practice times, and numbers of games for male and female teams.



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Equity in Educational Programs and Services

Appeal Procedure

Any student or their parent(s) or legal guardian(s) may appeal school practices involving equity through the procedure established in Regulation No. 5750.

N.J.A.C. 6:4-1 et seq.

Title IX of the Education Amendments of 1972

~~Athletic Guidelines 1986~~

N.J.A.C. 6A:7-1.1 et seq.

Adopted:



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Screening for Dyslexia
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[See POLICY ALERT Nos. 204, 206 and 209]

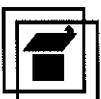
5339 SCREENING FOR DYSLEXIA

In accordance with the provisions of N.J.S.A. 18A:40-5.1 et seq., the Board of Education shall ensure each student enrolled in the school district who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to the provisions of N.J.S.A. 18A:40-5.2. This screening shall be administered no later than the student's completion of the first semester of the second grade.

In the event a student enrolls in the district in Kindergarten through grade six and has no record of being previously screened for dyslexia or other reading disabilities, pursuant to N.J.S.A. 18A:40-5.2, the Board shall ensure the newly-enrolled student is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to N.J.S.A. 18A:40-5.2. This screening shall be administered at the same time other students enrolled in the student's grade are screened for dyslexia and other reading disabilities or, if other students enrolled in the student's grade have previously been screened, within ninety calendar days of the date the student is enrolled in the district. The screenings shall be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities.

For the purposes of this Policy, "dyslexia" **means** is a specific learning disability that is ~~neurological~~ **neurobiological** in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

For the purposes of this Policy, "potential indicators of dyslexia or other reading disabilities" means indicators that include, but shall not be limited to, difficulty in acquiring language skills; inability to comprehend oral or written language; difficulty in rhyming words; difficulty in naming letters, recognizing letters,



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Screening for Dyslexia

matching letters to sounds, and blending sounds when speaking and reading words; difficulty recognizing and remembering sight words; consistent transposition of number sequences, letter reversals, inversions, and substitutions; and trouble in replication of content.

In accordance with the provisions of N.J.S.A. 18A:40-5.2(a), the Commissioner of Education shall distribute to each Board of Education information on screening instruments available to identify students who possess one or more potential indicators of dyslexia or other reading disabilities. The Commissioner shall provide information on the screening instruments appropriate for Kindergarten through grade two students and on screening instruments that may be suitably used for older students. The Board shall select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities.

In accordance with provisions of N.J.S.A. 18A:40-5.2(b), the Commissioner shall also develop and distribute to each Board of Education guidance on appropriate intervention strategies for students diagnosed with dyslexia or other reading disabilities.

In the event a student is determined, through the screening conducted in accordance with N.J.S.A. 18A:40-5.3, to possess one or more potential indicators of dyslexia or other reading disabilities pursuant to the provisions of N.J.S.A. 18A:40-5.1 et seq., the Board shall ensure the student receives a comprehensive assessment for the learning disorder. In the event a diagnosis of dyslexia or other reading disability is confirmed by the comprehensive assessment, the Board shall provide appropriate evidence-based intervention strategies to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension.

In accordance with the provisions of N.J.S.A. 18A:6-131, general education teachers in grades Kindergarten through three, special education teachers, basic skills teachers, English as a second language teachers, reading specialists, learning disabilities teacher consultants, and speech-language specialists are required to complete at least two hours of professional development each year on the screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia. The Board may make these professional development opportunities available to other instructional or support staff members as the Board deems appropriate. This requirement for professional



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development in reading disabilities may be part of the twenty hours of annual professional development required by N.J.A.C. ~~6A:9 et seq~~ **6A:9C et seq.** Documentation of teachers' fulfillment of this professional development requirement shall be maintained in the district.

N.J.S.A. 18A:40-5.1; 18A:40-5.2; 18A:40-5.3; 18A:40-5.4;
18A:6-131

Adopted:



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High School Graduation
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[See POLICY ALERT Nos. 90, 95, 121 153, 157, 169, 186, 205, 208 and 209]

5460 HIGH SCHOOL GRADUATION

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma has met the requirements for graduation.

A. High School Graduation Requirements

A graduating student must have earned a minimum of _____ **(four-year high school: no fewer than one hundred twenty credits)** credits in courses designed to meet all of the New Jersey Core Curriculum Content Standards including, but not limited to, the following credits:

1. ____ **(At least twenty)** credits in language arts literacy aligned to grade nine through twelve standards;
2. ____ **(At least fifteen)** credits in mathematics, including Algebra I or the content equivalent ("content equivalent" is defined at N.J.A.C. 6A:8-1.3) including geometry or the content equivalent ~~effective with the 2010-2011 grade nine class~~; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers ~~effective with the 2012-2013 grade nine class~~;
3. ____ **(At least fifteen)** credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;
4. ____ **(At least fifteen)** credits in science, including at least five credits in laboratory biology/life science or the content equivalent ~~effective with the 2008-2009 grade nine class~~; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics ~~effective with the 2010-2011 grade nine class~~; and one additional laboratory/inquiry-based science course ~~effective with 2012-2013 grade nine class~~;



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High School Graduation

5. ____ (**At least three and three-quarters**) credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;
6. ____ (**At least five**) credits in visual and performing arts;
7. ____ (**At least five**) credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2);
8. ____ (**At least two and one-half**) credits in financial, economic, business, and entrepreneurial literacy, ~~effective with 2010-2011 grade nine class~~;
9. Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum;
10. ____ (**At least five**) credits in 21st century life and careers, or career-technical education; and
11. Electives as determined by the high school program sufficient to total a minimum of ____ (**must be at least one hundred twenty**) credits.

As defined in N.J.A.C. 6A:8-1.3, "credit" means the award for the equivalent of a class period of instruction which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2.

The high school graduation credit requirement may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of personalized learning opportunities, as follows:

1. The district shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards.
 - a. Individualized student learning opportunities in all Core Curriculum Content Standards areas include, but are not limited, to the following:
 - (1) Independent study;



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- (2) Online learning;
 - (3) Work-based programs, internships, apprenticeships;
 - (4) Study abroad programs;
 - (5) Student exchange programs; and
 - (6) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
 - b. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall:
 - (1) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
 - (2) Include demonstration of student competency;
 - (3) Be certified for completion based on the district process adopted according to 2. below; and
 - (4) Be on file in the school district and subject to review by the Commissioner or designee.
 - c. Group programs based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall be permitted and shall be approved in the same manner as other approved courses.
2. The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the Core Curriculum Content Standards at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated as outlined in N.J.A.C. 6A:8-5.1(a)2. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.



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- a. The district shall choose assessments that are aligned with or exceed the Core Curriculum Content Standards and may include locally designed assessments.
- b. The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the Core Curriculum Content Standards:
 - (1) The Standards-based Measurement of Proficiency (STAMP) online assessment;
 - (2) The ACTFL Oral Proficiency Interview (OPI) or Modified Oral Proficiency Interview (MOPI); or
 - (3) Department-approved locally designed competency-based assessments.
3. The district shall establish a process to approve post-secondary learning opportunities that may consist of: **(select one or more options)**
 - ___ Advanced Placement (AP) courses;
 - ___ the College-Level Examination Program (CLEP); or
 - ___ concurrent/dual enrollment at accredited higher education institutions.
 - a. The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the Core Curriculum Content Standards.

B. Additional Graduation Requirements

1. Attendance requirements as indicated in Policy and Regulation 5200;



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2. Other requirements established by the Board of Education as indicated below:

3. Any statutorily mandated requirements for earning a high school diploma; and
4. Any Statewide assessment graduation requirements as determined by the New Jersey Department of Education, and as outlined in C. below.

C. Statewide Assessment Graduation Requirements

1. The New Jersey Department of Education (NJDOE) is transitioning from the High School Proficiency Assessment (HSPA) to the Partnership for the Assessment of Readiness for College and Careers (PARCC) End-of-Course assessments for students, including students with disabilities, in the classes of 2016, 2017, ~~and~~ 2018, **and 2019**.
2. Students in the classes of 2016, 2017, ~~and~~ 2018, **and 2019** will be able to demonstrate proficiencies in English Language Arts (ELA) and Mathematics required by State statute by either meeting the “cut score” on the PARCC assessments or meeting the “cut score” on a substitute assessment or by meeting the criteria of the NJDOE portfolio appeal process.
3. A student with a disability, whose Individualized Educational Plan (IEP) team determines the student is exempt from these requirements, would be required to achieve the alternative proficiency in his/her IEP.



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4. [OPTION – Select one option below]

____ The NJDOE has developed “concordant” cut scores for additional substitute assessments. For the classes of 2016, 2017, and 2018, **and 2019**, students will be able to demonstrate proficiency in both ELA and Mathematics by meeting one of the criteria under English Language Arts and Mathematics as indicated below:

a. English Language Arts

- ~~Passing score on a~~ PARCC ELA Grade 9 \geq **750 (Level 4)**; or
- ~~Passing score on a~~ PARCC ELA Grade 10 \geq **750 (Level 4)**; or
- ~~Passing score on a~~ PARCC ELA Grade 11 \geq **725 (Level 3)**; or
- **Prior to 3/1/16 SAT Critical Reading \geq 400; or**
- **3/1/16 or later SAT Evidence-Based Reading and Writing Section \geq 450 OR SAT Reading Test \geq 22; or**
- **ACT Reading or ACT PLAN Reading \geq 16; or**
- **Accuplacer Write Placer \geq 6; or**
- **Accuplacer Write Placer ESL \geq 4; or**
- **PSAT10 Reading or PSAT/NMSQT Reading* \geq 40; or**
- **PSAT10 Reading or PSAT/NMSQT Reading** \geq 22; or**
- **ACT Aspire Reading \geq 422; or**
- **ASVAB – AFQT Composite \geq 31; or**
- **Meet the Criteria of the NJDOE Portfolio Appeal**

b. Mathematics

- ~~Passing score on a~~ PARCC Algebra I \geq **750 (Level 4)**; or
- ~~Passing score on a~~ PARCC Geometry \geq **725 (Level 3)**; or
- ~~Passing score on a~~ PARCC Algebra II \geq **725 (Level 3)**; or
- **Prior to 3/1/16 SAT Math \geq 400; or**
- **3/1/16 or later SAT Math Section \geq 440 OR SAT Math Test \geq 22**
- **ACT or ACT PLAN Math \geq 16; or**
- **Accuplacer Elementary Algebra \geq 76; or**
- **PSAT10 Math or PSAT/NMSQT Math* \geq 40; or**
- **PSAT10 Math or PSAT/NMSQT Math** \geq 22; or**
- **ACT Aspire Math \geq 422; or**
- **ASVAB – AFQT Composite \geq 31; or**
- **Meet the Criteria of the NJDOE Portfolio Appeal**

Note: * PSAT taken prior to October 2015; ** PSAT taken after October 2015.



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___ The NJDOE has developed “concordant” cut scores for additional substitute assessments. For the classes of 2016, 2017, 2018, and 2019, students will be able to demonstrate proficiency in both ELA and Mathematics by meeting one of the criteria under English Language Arts and Mathematics in accordance with the current NJDOE approved “concordant” cut scores for additional substitute assessments.]

D. Attendance

Regular attendance is required for the successful completion of a course of study and graduation. Students are expected to be present in every scheduled class except as their attendance is excused in accordance with Board Policy 5200.

E. Students with Disabilities

1. Through the IEP process and pursuant to N.J.A.C. 6A:14-4.11 - Graduation, the district may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3.
 - a. The district shall specifically address any alternate requirements for graduation in a student’s IEP, in accordance with N.J.A.C. 6A:14-4.11.
 - b. The district shall develop and implement procedures for assessing whether a student with a disability has met any alternate requirements for graduation individually determined in an IEP.
2. If a student with a disability attends a school other than that of the school district of residence, which is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.
 - a. If the school the student is attending declines to issue a diploma to the student, the district of residence Board of Education shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student’s IEP.



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3. Students with disabilities who meet the standards for graduation according to the school district's graduation requirements shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.
4. A student with a disability whose IEP prescribes continued special education programs beyond the fourth year of high school shall be permitted to participate in commencement ceremonies with his/her graduating class and shall receive a certificate of attendance, provided the student has attended four years of high school.
5. When a student with a disability graduates or exceeds the age of eligibility, the student shall be provided a written summary of his or her academic achievement and functional performance prior to the date of the student's graduation or the conclusion of the school year in which he or she exceeds the age of eligibility. The summary shall include recommendations to assist the child in meeting his or her postsecondary goals.

F. High School Diploma

1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with State and local Board of Education requirements.
2. The Board of Education shall not issue a high school diploma to any student not meeting the criteria specified in State and local requirements.
 - a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty, or until the requirements for a State-endorsed diploma have been met, whichever comes first.
 - b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements, but has failed to meet the Statewide assessment graduation requirements, to return to



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school at scheduled times for the purpose of meeting the Statewide assessment graduation requirements. Upon certification of meeting these requirements, a State-endorsed diploma shall be granted by the high school of record.

3. The Commissioner of Education shall award a State-issued high school diploma in accordance with the provisions of N.J.A.C. 6A:8-5.2(c) and (d).
4. The Board of Education shall award a State-endorsed high school diploma to any currently enrolled student formally requesting an early award of the diploma in accordance with the provisions of N.J.A.C. 6A:8-5.2(e) and Board Policy 5465.

G. Notification

Each student who enters or transfers into the high school and the student's parent(s) will be provided a copy of the school district's requirements for a State-endorsed diploma, and the programs available to assist students in attaining the State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.

H. Reporting

The Superintendent, in accordance with N.J.S.A. 18A:7C-7 and 18A:7E-3, shall report annually to the Board of Education and to the Commissioner of Education the number of students who completed the twelfth grade course requirements and were denied a diploma and the number of students who received State endorsed diplomas.

- I. The Superintendent shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through the Quality Single Accountability Continuum (QSAC) and update the filed copy each time the graduation policy and requirements are revised.

N.J.S.A. 18A:7C-1 et seq.; 18A:35-1;

18A:35-4.9; 18A:35-7; 18A:36-17

N.J.A.C. 6A:8-1 et seq.; 6A:8-5.1; 6A:8-5.2; 6A:14-4.11 et seq.

Adopted:



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Care of Injured and Ill Persons

Jun 16

M

[See POLICY ALERT Nos. 93, 172 and 209]

8441 CARE OF INJURED AND ILL PERSONS

The Board of Education ~~directs the Superintendent to~~ **will** provide for the prompt and appropriate medical attention for students, staff members, or visitors who are injured or become ill on school **grounds premises** or **during a** at school sponsored events, **activity, or field trip.**

Any injury or illness shall be reported immediately to the school nurse or, in the absence of the school nurse, the Building Principal **or designee**, ~~who will determine whether an emergency exists.~~ Immediate steps may be taken as necessary to remove the injured or ill person from ~~imminent~~ danger and/or to prevent exacerbation of the **injury or illness disability.** ~~Basic Routine~~ first aid ~~will~~ **may** be administered by district personnel ~~as necessary~~ to ensure the safety and comfort of the injured or ill person **until the school nurse or other medical professional arrives on the scene.**

The parent(s) ~~or legal guardian(s)~~ of an injured or ill student and, if necessary, the family of an injured or ill staff member or ~~adult~~ visitor will be notified promptly and ~~tactfully~~ of the injury or illness **and the ongoing health status of the injured or ill person.** If the school nurse or school **physician medical inspector** or, in the absence of both, the Principal **or designee**, determines ~~that~~ the injured or ill person should **receive** ~~be removed from school for rest and/or treatment at home or for a medical examination from consultation with a~~ **their medical professional** ~~private physician~~, the parent(s) ~~or legal guardian(s)~~, or family member ~~will~~ **shall** be **required to remove the injured or ill person from the school or school event or activity requested to provide transportation.** **In the event a serious health emergency occurs on school grounds or during a school sponsored event, activity, or field trip, emergency medical assistance will be contacted.**

In the event it is determined by the school nurse and/or a medical professional that a student shall be immediately transported to a hospital or other emergency medical facility, a school staff member, if a parent or their designee is not on the scene, shall accompany the student to a hospital or other emergency medical facility.



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Optional

~~[A team of school district employees shall be assembled by the Principal in each school building and shall be trained and annually retrained in first aid procedures. Both the initial training of first aid team members and annual refresher courses will be at Board expense. The names of the first aid team members will be submitted to the Superintendent and distributed to all employees assigned to the school building. First aid team members shall assist the school nurse and may administer first aid in the absence of the school nurse.]~~

~~In a serious emergency requiring immediate medical attention, an ambulance may be summoned for transportation to a hospital or the school nurse may drive the injured or ill person to the hospital.~~

~~The school nurse(s) Superintendent shall, in consultation with the school physician, medical inspector and school nurse, will develop prepare standing orders basic emergency first aid procedures for the emergency treatment of an injury injuries or illness in the event a school staff member may be in the position to provide emergency first aid until the school nurse or other medical professional arrives on the scene and disabilities by the school nurse and regulations for the handling of injured and ill persons by all other school employees. All district personnel will be briefed annually on the regulations governing the handling of injured and ill persons.~~

~~Injuries and disabilities that occur in the course of the athletic program are subject to the provisions of Policy No. 2431 and implementing regulations. Student disabilities attributable to substance abuse will be handled in accordance with Policy No. 5530. Injuries that occur in the course of school bus transportation will be handled in accordance with regulations implementing Policy No. 8630.~~

~~N.J.S.A. 18A:40-3~~

~~N.J.A.C. 6A:16-1.4(a)1; 6A:16-1.4(a)2; 6A:16-1.4(a)3 6A:16-2.1(a)4~~

Adopted:



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[See POLICY ALERT Nos. 117 and 209]

R 8441 CARE OF INJURED AND ILL PERSONS

A. **Injuries and/or Illness Requiring Immediate Attention**

These regulations apply when a ~~person~~ student, staff member, ~~or~~ visitor, **or other person** on school **grounds** ~~premises~~ or **during** ~~in the course of~~ a school-sponsored event, **activity**, or field trip is injured or becomes suddenly ill. ~~A The school staff member or other responsible adult present who takes charge should act quickly but not hastily~~ **shall take charge under these circumstances until the school nurse or another medical professional arrives on the scene.**

1. The injury or illness shall be reported immediately to the school nurse or, in the absence of the school nurse, to the Principal **or designee**. ~~The report may be made directly (over an intercom) or by another adult or by a student messenger.~~
2. If it is ~~clearly~~ evident that the illness or injury is serious **and immediate medical attention may be required**, emergency medical assistance shall be immediately summoned by a telephone call to 911.
3. The **injured or ill person** ~~victim~~ shall be examined for **any obvious injuries or health problems** ~~breathing obstructions, bleeding, and broken bones.~~
4. The **injured or ill person** ~~victim~~ shall be checked for the presence of a necklace or bracelet that identifies a particular medical problem ~~such as diabetes or epilepsy.~~
5. The **injured or ill person** ~~victim~~ **shall** ~~will~~ not be moved, except as may be absolutely necessary to remove the person from a dangerous environment. ~~If necessary, furniture or equipment will be moved to permit space around the victim.~~



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6. The **injured or ill person** ~~victim~~ should be made as comfortable as possible, without moving him/her, ~~by loosening binding clothing and providing warm coverings.~~
7. No food or liquid should be given to the ~~victim~~ **injured or ill person** except on the orders of **the school nurse or another a medical health** professional.
8. The **injured or ill person** ~~victim~~ **shall** ~~should~~ be **informed when emergency medical assistance has been contacted** ~~calmed with assurances that he/she is receiving or is about to receive aid.~~

B. Emergency First Aid Procedures

1. **The school nurse or other medical professional will administer emergency first aid to an injured student, staff member, or visitor.**
2. **In the event the school nurse or other medical professional is not available or before the school nurse or other medical professional arrives, the school staff member or other adult in charge may administer basic first aid to the injured or ill person until the school nurse or other trained medical professional arrives.**
 - a. **The school nurse will develop, in consultation with the school physician, basic emergency first aid procedures in the event a school staff member may be in the position to provide emergency first aid to an injured or ill person until the school nurse or other medical professional arrives on the scene.**
 - b. **The school nurse will make such basic emergency first aid procedures available to school staff members.**

~~The school nurse shall administer the following emergency first aid procedures, as appropriate to the victim's illness or injury. If the school nurse or other health professional is not available or cannot be summoned quickly or the victim's illness or injury is so serious as to warrant immediate attention, these first aid procedures may be followed by the responsible adult present.~~



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9. 1. ~~ALLERGIC REACTIONS~~

~~The victim may show sudden blotchy swelling of the skin (hives) and mucous membranes, difficulty in breathing, wheezing, increased pulse rate, nausea, abdominal cramps, vomiting, fall in blood pressure with weak pulse.~~

~~The use of a single dose auto-injector for epinephrine may be indicated. The school nurse or trained teacher shall decide whether or not to administer the appropriate dose.~~

~~In a severe allergic (anaphylaxis) reaction, the victim should be taken immediately to hospital emergency services or a doctor's office.~~

2. ~~BLEEDING, SEVERE~~

a. ~~Apply direct pressure with a sterile compress, if available; if no compress is available, the gloved or otherwise protected hand or fingers may be used until a compress can be obtained.~~

b. ~~Unless there is evidence of a fracture, a severe wound of the hand, neck, arm, or leg should be elevated above the level of the victim's heart.~~

c. ~~Apply pressure on the supplying artery if severe bleeding does not stop after application of direct pressure plus elevation.~~

d. ~~A tourniquet may be used only for a severe, life threatening hemorrhage that cannot be controlled by other means. The decision to use a tourniquet may be made only by a health professional.~~

3. ~~BREATHING OBSTRUCTION~~

a. ~~Tilt the victim's head, clear the airway, and begin mouth-to-mouth or mouth-to-nose breathing immediately.~~



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~~Initially, give four quick, full breaths without allowing the lungs to fully deflate between each breath.~~

b. ~~Maintain the head tilt and look, listen, and feel for exhalation of air. Check the carotid pulse for at least five but no more than ten seconds.~~

e. ~~If there is no pulse and no breathing, cardiopulmonary resuscitation (CPR) should be commenced by a person trained to give CPR.~~

d. ~~If there is a pulse but no breathing, mouth-to-mouth breathing should be continued until the victim breathes spontaneously.~~

4. ~~BURNS, MAJOR~~

~~The victim has sustained a second or third-degree burn, i.e. has burned the epidermis and underlying dermis and perhaps underlying tissues, possibly over a large area; the skin will appear red and blistered or, in a very serious burn, white or blackened.~~

a. ~~If the burn was caused by exposure to a chemical,~~

(1) ~~Flush the affected area under cool running water for at least fifteen minutes;~~

(2) ~~Apply any first aid measures specified on the chemical container;~~

(3) ~~Cover the burn with a cool, wet dressing; and~~

(4) ~~Take the victim to hospital emergency services.~~

b. ~~If the burn is a second degree burn that covers an area less than two or three inches across,~~

(1) ~~Rinse the burn with cool water and gently wash and rinse the burned area;~~



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- (2) ~~Spray with an antiseptic spray and cover with a sterile dressing;~~
- (3) ~~Do not apply ointments, petroleum jelly, margarine, grease, oil, or butter; and~~
- (4) ~~Do not break blisters to avoid the risk of infection.~~
- e. ~~If the burn affects an area more than two or three inches across or is a third degree burn;~~
 - (1) ~~Immerse the burned area in cold water or apply cold compresses to the affected area to bring skin temperature back to normal; and~~
 - (2) ~~Wrap the victim loosely in a clean sheet and transport him/her to hospital emergency services or, if the burn affects more than ten percent of the body, to a specialized burn facility.~~

5. ~~CONCUSSION~~

~~The victim may be dazed or unconscious, bleed from mouth, nose or ears; have rapid but weak pulse; have eye pupils unequal in size; complain of headache and dizziness; be nauseated or vomiting;~~

- a. ~~Keep victim lying down and warmly covered.~~
- b. ~~Ice may be applied to head.~~
- c. ~~Medical attention must be sought to determine extent of injury.~~

6. ~~CONVULSION OR SEIZURE~~

- a. ~~Protect the victim from self injury by lying him/her down, preferably on a padded surface, and loosen his/her clothing.~~



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- b. — Turn the victim's head to one side to keep the airway open and permit saliva to flow out of the mouth. If possible, place a rolled-up handkerchief or other soft object (not a hard object) between the upper and lower teeth. Do not place a finger in the victim's mouth or try to force open the victim's clenched jaws.
- e. — Do not restrain the victim unless gentle restraint is necessary to prevent self-injury.
- d. — If vomiting occurs, turn the head so that vomitus is expelled from the mouth and is not inhaled.
- e. — If the seizure continues for more than a few minutes or recurs in a short time, summon an ambulance.

7. — INSULIN SHOCK

The victim may have a sudden onset of weak, drowsy appearance; moist and pale skin; drooling; intense hunger; vision disturbance; normal or shallow respirations; full and pounding pulse; irritability;

- a. — Administer some kind of carbohydrate, which can be in the form of sugar, fruit juice, candy, sugared soda pop (not artificially sweetened). If the victim has lost consciousness, honey or granulated sugar should be placed under the victim's tongue.
- b. — After symptoms have subsided (in ten to fifteen minutes), offer the victim a food snack.
- e. — If the symptoms do not subside, the victim should be taken to a hospital emergency service.

8. — DIABETIC COMA

The victim may have an extremely ill appearance, dry flushed skin, intense thirst, exaggerated respiration with hunger for air, weak and rapid pulse, dimming of vision, and acetone or fruity odor on breath. A person in diabetic coma must be taken immediately to a hospital emergency service.



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9. ~~HEAT EXHAUSTION~~

~~The victim may have pale, clammy skin, rapid and weak pulse, weakness, headache, nausea, cramps of abdomen or limbs.~~

- ~~a. The victim should lie down with his/her head lower than the body.~~
- ~~b. The victim should be protected from chilling.~~
- ~~c. If the symptoms do not subside, the victim should be taken to a hospital emergency service.~~

10. ~~POISONING~~

- ~~a. Contact the Poison Control Center by calling 911 for instructions. Be prepared to give information regarding the substance and amount ingested and the state of the victim.~~
- ~~b. If the Poison Control Center cannot be consulted and the poison can be identified with certainty and its original container is available, administer the antidote specified on the container in the method and dosage recommended and seek medical assistance.~~
- ~~c. If the poison is unknown, dilute the poison by requiring the victim to drink quantities of water or milk.~~
- ~~d. If the poison is not corrosive or a petroleum product (see paragraph B10e) and the victim is not unconscious, induce vomiting by:
 - ~~(1) Administering one to two tablespoons of Ipecac Syrup followed by water, or~~
 - ~~(2) Inserting a spoon handle or finger in the victim's throat to produce a gag reflex.~~~~



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- e. ~~If the poison is a corrosive substance (drain cleaner, lye, bleach, or other acid or alkali product) or a petroleum product, do not induce vomiting. Burns on or in the mouth may indicate a corrosive substance and a smell of petroleum on the victim's breath indicates a petroleum product.~~
- f. ~~Remove the victim, along with the container of the substance ingested and any vomitus, to hospital emergency services.~~

11. ~~SHOCK~~

~~The victim may be drained of color and have a clammy skin, weak and rapid pulse, irregular or labored breathing, perspiration on upper lip and forehead. Victim may be nauseated and/or thirsty.~~

- a. ~~Keep the victim covered and lying down, with feet raised higher than the heart.~~
- b. ~~Loosen tight clothing and keep the victim comfortably warm.~~
- c. ~~If the victim is conscious, has no abdominal injury, and is not vomiting, the victim may be given fluid.~~

C. ~~Routine First Aid Care~~

~~The school nurse shall administer the following routine first aid procedures, as appropriate to the victim's illness or injury. If the school nurse or other health professional is not available or cannot be summoned quickly, these first aid procedures may be followed by the responsible adult present.~~

1. ~~ABDOMINAL PAIN~~

- a. ~~Take the victim's temperature and pulse rate.~~
- b. ~~Check for recent history of nausea, vomiting, and food ingestion and whether victim has had appendectomy.~~



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- e. ~~Require victim to lie down for rest period.~~
- d. ~~If pain does not diminish or intensifies, notify parent(s) or legal guardian(s) or the school physician.~~

2. ~~ABRASIONS AND LACERATIONS~~

- a. ~~Wash area gently with bland soap and cool water, rinsing carefully.~~
- b. ~~Apply an approved antiseptic.~~
- c. ~~Cover area with a light protective adhesive bandage.~~

3. ~~BITES and STINGS~~

- a. ~~A wound resulting from the bite of an animal—dog, cat, hamster, mouse—should be treated as follows:~~
 - (1) ~~Wash wound immediately with soap under running water. Apply an antiseptic and an antibiotic.~~
 - (2) ~~If the wound is severe or a puncture wound, cleanse and send victim to hospital emergency services.~~
 - (3) ~~Attempt to identify and capture animal.~~
- b. ~~A wound resulting from the bite of a human being should be washed and treated by a physician.~~
- c. ~~A bee sting should be treated as follows:~~
 - (1) ~~Remove the stinger by scooping it out of the skin.~~
 - (2) ~~Apply an ice pack or flush with cold water.~~
 - (3) ~~Apply calamine lotion or cream to ease itching and swelling.~~
 - (4) ~~If severe allergic reaction occurs, take the victim to hospital emergency services.~~



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4. ~~BLISTERS (other than those caused by burns)~~

- a. ~~Apply a light protective bandage.~~
- b. ~~Do not break; allow tissues to absorb fluid.~~
- c. ~~If blister ruptures, wash with antiseptic and water and apply sterile dressing.~~

5. ~~BOILS~~

- a. ~~Apply dry dressing.~~
- b. ~~If boil has erupted, cleanse area and apply sterile dressing.~~

6. ~~BRUISES~~

- a. ~~Apply cold compresses or ice to bruised area.~~
- b. ~~If bruise is black eye, examine student's eye and check victim for head injury.~~

7. ~~BURNS, MINOR~~

- a. ~~Cool burned area under cold running water or with application of cold compress.~~
- b. ~~Encourage victim to drink fluids.~~

8. ~~DIARRHEA~~

- a. ~~Take the victim's temperature.~~
- b. ~~Call parent(s) or legal guardian(s).~~

9. ~~DISLOCATIONS~~

- a. ~~Apply ice or cold compress.~~



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b. ~~—— If possible, e.g., in the dislocation of a finger joint, apply a splint.~~

c. ~~—— Notify student's parent(s) or legal guardian(s).~~

d. ~~—— Take victim to hospital emergency services or a doctor's offices.~~

10. ~~——~~ EARACHE

a. ~~—— Check victim's temperature and examine ear.~~

b. ~~—— Place small piece of cotton gently in outer orifice to provide warmth and/or comfort.~~

c. ~~—— Call parent(s) or legal guardian(s).~~

11. ~~——~~ FAINTING

a. ~~—— Recline victim to lying position on his/her back. Loosen clothing for comfort.~~

b. ~~—— Check victim for pulse rate and breathing; if necessary, apply CPR.~~

c. ~~—— Permit victim to recover slowly.~~

d. ~~—— If recovery does not occur in reasonable period of time or other symptoms indicate possibly complications, take victim to hospital emergency services.~~

12. ~~——~~ FOREIGN OBJECTS

a. ~~—— If the object is in the eye,~~

(1) ~~—— Wash hands and examine the inner surface of the lower lid by pulling lid gently down.~~

(2) ~~—— Remove object with slightly moistened swab.~~



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- (3) — ~~If object has not been removed, pull upper lid down over lower lid so that tears may wash object to corner of eye.~~
- (4) — ~~Eye may be flushed with clean running water to dislodge object.~~
- (5) — ~~If object remains, take victim to hospital emergency services or doctor's office.~~
- b. — ~~If the object is in the ear,~~
 - (1) — ~~Use tweezers to remove any soft object that is clearly visible.~~
 - (2) — ~~Tilt the victim's head so that affected ear is downward and gently shake the victim's head.~~
 - (3) — ~~Place oil in ear only to immobilize an insect in the victim's ear.~~
 - (4) — ~~If object remains, take victim to hospital emergency services or doctor's office.~~
- e. — ~~If the object is in the nose,~~
 - (1) — ~~Use tweezers to remove any soft object that is clearly visible.~~
 - (2) — ~~Have victim gently blow his/her nose once or twice to attempt to dislodge the object.~~
 - (3) — ~~If object remains, take victim to hospital emergency services or doctor's office.~~
- d. — ~~When a foreign object has been swallowed or is in the victim's air passages,~~
 - (1) — ~~Apply the Heimlich maneuver.~~
 - (2) — ~~Remove victim to hospital emergency services.~~



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13. ~~FRACTURES~~

a. ~~When the fracture is simple (no wound or break in skin),~~

- ~~(1) Support the fracture with a splint or bandage, as required.~~
- ~~(2) Take the victim to hospital emergency services or a doctor's office.~~

b. ~~When the fracture is compound (punctures the skin),~~

- ~~(1) Take measures to stop the bleeding and apply a protective dressing to the wound.~~
- ~~(2) Provide support but do not move or handle the injured part until the bone has been splinted.~~
- ~~(3) Summon the ambulance and keep victim warm and comfortable.~~

c. ~~When the fracture occurs to the skull (to be suspected when the victim is unconscious or semiconscious after a blow to the head) or to the neck or spinal column,~~

- ~~(1) Do not move the victim; be careful to keep neck in alignment with the rest of the spine.~~
- ~~(2) Control any bleeding with gentle direct pressure.~~
- ~~(3) If it is absolutely necessary to move victim (to remove him/her from a life-threatening situation); first place victim on board or other firm object, with head, neck, and spine in alignment and immobilized.~~
- ~~(4) Summon an ambulance to take the victim to hospital emergency services.~~



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14. HEADACHE

- a. Ascertain how and when the headache started, the length of time it has persisted, and what medication, if any, has been taken.
- b. Take victim's temperature.
- c. Have victim rest for ten minutes.
- d. Offer fluid and apply ice pack to back of head.
- e. In case of frequent recurring headaches or complicating symptoms, notify parent(s) or legal guardian(s).

15. MENSTRUAL DISCOMFORT

- a. Have victim rest and apply heating pad for thirty minutes.
- b. If a physician's permission has been given, administer analgesic.
- c. If pain is severe, notify parent(s) or legal guardian(s).

16. NOSEBLEEDS (not associated with head injury)

- a. Have victim sit with head angled slightly forward so that blood cannot run back into the throat.
- b. If bleeding is from one nostril only, press that nostril toward the center; if from both nostrils, pinch nostrils together five to ten minutes. Ask victim to breathe through the mouth.
- c. If bleeding persists when pressure is removed, make twist of sterile gauze or clean cloth and insert in nostril(s). Reapply pressure for ten minutes.
- d. If bleeding stops, gently remove packing after thirty to sixty minutes.
- e. If bleeding cannot be stopped or recurs frequently, notify parent(s) or legal guardian(s) or take victim to doctor's office.



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~~17. POISON IVY, OAK, SUMAC~~

- ~~a. If person has recently been exposed to toxic plant, wash exposed skin area with soap and rinse thoroughly.~~
- ~~b. After rash appears, apply calamine lotion to lessen itching and burning.~~
- ~~c. Weeping rash should be covered with a dressing. Victim with weeping rash should be excluded from school.~~

~~18. SORE THROAT~~

- ~~a. Check victim's temperature.~~
- ~~b. Observe throat for infection, redness, swollen tonsils, and the like.~~
- ~~c. If fever or complicating symptom is present, notify parent(s) or legal guardian(s).~~

~~19. SPLINTERS~~

- ~~a. Cleanse area with soap and water, followed by alcohol.~~
- ~~b. Remove visible splinter with tweezers or sterile needle and cleanse area again. Apply antiseptic and light protective adhesive bandage.~~
- ~~c. If splinter is imbedded, do not remove. Notify parent(s) or legal guardian(s).~~

~~20. SPRAIN~~

- ~~a. Eliminate all stress on the injured part.~~
- ~~b. Keep the area raised, elevated on a pillow or sling.~~
- ~~c. Apply ice pack or cold compresses to the injured part to keep swelling down.~~



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d. ~~Bandage with elastic bandage for support.~~

e. ~~Notify parent(s) or legal guardian(s).~~

21. ~~TEETH~~

a. ~~Apply a mild analgesic (Anbesol) to a mild toothache if physician's or dentist's permission has been granted.~~

b. ~~If the toothache is severe, notify the parent(s) or legal guardian(s) and suggest dental care. A cold pack may be applied for temporary relief.~~

c. ~~If a tooth is broken or is knocked out, notify the parent(s) or legal guardian(s).~~

d. ~~A permanent tooth knocked out should be placed in water or a clean wet cloth and sent with the victim to a dentist immediately.~~

~~This regulation shall not be in effect unless it has the specific approval of the School Medical Inspector.~~

Adopted:



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Bus Driver/Bus Aide Responsibility

Jun 16

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[See POLICY MEMO No. 67]

[See POLICY ALERT Nos. 164, 205 and 209]

8630 BUS DRIVER/BUS AIDE RESPONSIBILITY

The Board of Education requires all school bus drivers and bus aides employed by the district or employed by a contracted school bus company to be reliable persons of good moral character who possess the qualifications necessary to perform the duties of the position. Anyone driving a school bus used to transport students to and from school and school related activities must meet all requirements of N.J.S.A. 18A:39-17, 18, 19.1, and 20 and all New Jersey Motor Vehicle Commission (NJMVC) rules governing school bus drivers. All school bus drivers must possess the appropriate license and endorsement(s) to drive a school bus in the State of New Jersey and are subject to all the Federal and State requirements to maintain the appropriate license.

School bus drivers and bus aides shall meet criminal history background check requirements pursuant to N.J.S.A. 18A:6-7.1 et seq. and tuberculin testing requirements pursuant to applicable State statutes and administrative codes. School bus drivers and bus aides shall be considered under the Federal Family Educational Rights and Privacy Act (FERPA) to be school officials who have a legitimate educational interest to parts of a student's record relating to transportation, without parental consent, as outlined in N.J.A.C. 6A:27-12.1(j)1.

A Commissioner of Education-developed training program on proper procedures for interacting with students with special needs shall be administered to all school bus drivers and bus aides in accordance with the requirements of N.J.S.A. 18A:39-19.2. This training program must be administered in accordance with the provisions of N.J.S.A. 18A:39-19.3.a. and all school bus drivers and bus aides must file a certification with the Board of Education that the individual has completed the training program within five business days of its completion. The Board shall retain a copy of the certificate for the duration of the individual's employment and shall file a copy of the certification to the Department of Education in accordance with the provisions of N.J.S.A. 18A:39-19.3.b.

School bus drivers and bus aides shall receive training in the use of a student's educational records and in their responsibility to ensure the privacy of the student and his or her records. In addition, permanent and substitute school bus drivers and bus aides shall be trained for the functions of their positions and in a safety education program as outlined in N.J.A.C. 6A:27-11.2(b) and (c).



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Bus Driver/Bus Aide Responsibility

In accordance with the provisions of N.J.S.A. 18A:39-28, school bus drivers must visually inspect the school bus they are assigned at the end of the transportation route to determine that no student has been left on the bus.

The school bus driver shall be in full charge of the school bus at all times and shall be responsible for maintaining order. The school bus driver will never exclude a student from the school bus, but if unable to manage a student, the school bus driver will report the unmanageable student to the Principal or designee of the school in which the student attends.

The Principal or designee, upon such report from the school bus driver, may assign appropriate discipline. The discipline may include excluding the student from the bus. The student's parent shall provide for the student's transportation to and from school during the time of exclusion.

In the event of an emergency, school bus drivers shall follow procedures established by this Board. School administrators shall organize and conduct emergency exit drills at least twice within the school year for all students who are transported to and from school. All other students shall receive school bus evacuation instruction at least once per year. School bus drivers and bus aides shall participate in the emergency exit drills, which shall be conducted on school property and shall be supervised by the Principal or person assigned to act in a supervisory capacity. Drills shall be documented in the minutes of the Board of Education at the first meeting following completion of the emergency exit drill in accordance with the provisions of N.J.A.C. 6A:27-11.2(d).

In accordance with the provisions of N.J.S.A. 18A:39-19.4, a Commissioner-developed student information card shall be completed by a parent of a student with an Individualized Education Plan (IEP), who receives transportation services, when the IEP is developed or amended. Upon receiving consent from the parent, the student information card shall be provided to a school bus driver and bus aide for each student on the bus route to which the school bus driver or bus aide is assigned for whom a student information card has been completed by the parent.

The school bus driver will immediately inform the Principal of the receiving school and the School Business Administrator or designee of the district providing the transportation following an accident that involves injury, death, or property damage. The school bus driver must also complete and file within ten



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Bus Driver/Bus Aide Responsibility

days of the accident the Preliminary School Bus Accident Report prescribed by the Commissioner of Education. In addition to the Preliminary School Bus Accident Report, the driver of a school bus involved in an accident resulting in injury or death of any person, or damage to property of any one person in excess of \$500, shall complete and file within ten days after such accident a motor vehicle accident report in accordance with N.J.S.A. 39:4-130.

School bus drivers are prohibited from using a cellular, ~~or other wireless~~ telephone; **or other electronic communication device** while operating a school bus unless the school bus is parked in a safe area off a highway or in an emergency situation pursuant to N.J.S.A. 39:3B-25. A school bus driver who violates this policy provision is subject to fines pursuant to N.J.S.A. 39:3B-25.

School bus drivers are responsible for the safety of their students and shall rigorously observe all motor vehicle laws and regulations and State Board of Education rules in the operation of their school bus.

N.J.S.A. 18A:25-2; 18A:39-28

N.J.S.A. 39:3B-25

N.J.A.C. 6A:27-11.1 et seq.; 6A:27-12.1 et seq.

Adopted:



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[See **POLICY ALERT Nos. 164, 205 and 209**]

R 8630 EMERGENCY SCHOOL BUS PROCEDURES

A. Staff Training

1. The Board of Education will administer a safety education program for all permanent and substitute school bus drivers and bus aides. At a minimum, the training shall include:
 - a. Student management and discipline;
 - b. School bus accident and emergency procedures;
 - c. Conducting school bus emergency exit drills;
 - d. Loading and unloading procedures;
 - e. School bus stop loading zone safety;
 - f. Inspecting the school vehicle for students left on board the bus at the end of a route; and
 - g. The use of student's educational records, including the district's responsibility to ensure the privacy of the student and his or her records, if applicable.
2. The **Board of Education** ~~district shall~~ **will** administer a safety education program to school bus drivers that includes defensive driving techniques and railroad crossing procedures.
3. **The Board of Education will administer a Commissioner of Education-developed training program on proper procedures for interacting with students with special needs in accordance with the provisions of N.J.S.A. 18A:39-19.2 for all school bus drivers and school bus aides:**



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- a. **In the case of a school bus driver or aide who is employed prior to the development and availability of the training program, the Board shall administer the training program to the individual no later than one hundred and eighty days after the training program is made available by the Commissioner;**
- b. **In the case of a school bus driver or aide who is employed after the development and availability of the training program, the Board shall administer the training program to the individual prior to that individual operating a school bus or serving as an aide on a school bus;**
- c. **In accordance with the provisions of N.J.S.A. 18A:39-19.3b., the Board of Education shall require a school bus driver or school bus aide employed by the Board to file a certification with the Board that the individual has completed the training program required as per N.J.S.A. 18A:39-19.2 within five business days of its completion. The Board shall retain a copy of the certification for the duration of the individual's employment, and shall forward a copy of the certification to the Department of Education; and/or**
- d. **Contractors that provide student transportation services under a contract with the Board of Education shall comply with the requirements of N.J.S.A. 18A:39-19.2 and 19.3.**

B. Emergency Bus Evacuation Drills

1. The Principal of each school shall organize and conduct emergency bus exit drills at least twice each school year for students who are transported to and from school and all other students shall receive school bus evacuation instruction at least once within the school year.
2. School bus drivers and bus aides shall participate in the emergency exit drills.



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3. Bus exit drills will be conducted on school property and shall be supervised by the Principal or by a person assigned to act in a supervisory capacity. The drills will be conducted when weather is conducive to safety and preferably when the bus arrives at school with a full complement of students.
4. The portion of the drill involving the use of the rear emergency door, which requires students to jump from the bus to the ground does need not to be performed by every student and may be demonstrated by others.
5. The school bus driver or supervisor of the drill shall:
 - a. Describe and demonstrate the use of kick-out windows and split-sash windows;
 - b. Describe the location and use of flares, flags, fire ax, and other emergency equipment;
 - c. Give instruction in the opening and closing of front and rear doors, turning off the ignition switch, and setting and releasing the emergency brake;
 - d. Explain that the bus will be evacuated by the front door when the bus is damaged in the rear and by the rear door when the front door is blocked;
 - e. Demonstrate the use of the emergency exit door;
 - f. Instruct students that lunches and books should be left on the bus in the evacuation procedure;
 - g. Encourage older, bigger students to assist younger, smaller students in their exit from the bus;
 - h. Have students leave the bus one row at a time, left and right sides alternating, in a prompt and orderly fashion;



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- i. Instruct students to group a safe distance away from the bus and to wait in that place until directed by the driver, a police officer, or other adult in authority;
 - j. Tolerate no student misbehavior in the conduct of the drill; the failure of any student to follow directions must be reported to the Principal; and
 - k. Provide any other training that will protect the safety of the students in the event the bus needs to be exited due to an emergency.
6. In accordance with the provisions of N.J.A.C. 6A:27-11.2(d), emergency bus evacuation drills shall be documented in the minutes of the Board at the first meeting following completion of the emergency exit drill. The minutes shall include, but are not limited to, the following:
- a. The date of the drill;
 - b. The time the drill was conducted;
 - c. The school name;
 - d. The location of the drill;
 - e. The route number(s) included in the drill; and
 - f. The name of the Principal or assigned person(s) who supervised the drill.

C. Additional Precautions

- 1. School bus drivers may, depending on the age of the students on a bus route, discuss with the students additional safety precautions that may be taken in the event of a bus emergency. The safety precautions to be discussed shall be approved by the Principal or designee **(Transportation Supervisor or Principal or designee).**



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2. **In accordance with the provisions of N.J.S.A. 18A:39-19.4, the Commissioner of Education shall develop a student information card that includes information that should be readily available to a school bus driver and school bus aide for the purpose of promoting proper interaction with a student with special needs. The parent of a student with an Individualized Education Plan (IEP) shall complete the student information card when the IEP is developed or amended for a student who receives transportation services.**
 - a. **Upon receiving consent from a student's parent, the school district shall provide a copy of the completed student information card to a school bus driver and school bus aide for each student on the bus route to which the school bus driver or school bus aide is assigned.**
32. School bus drivers shall attend training workshops offered by the New Jersey Department of Education and this school district and shall be trained in first aid.
43. Each school bus shall be equipped with:
 - a. A list of the students assigned to that bus;
 - b. A first aid kit approved by the school nurse and inspected regularly by the school bus driver;
 - c. Several emergency notice cards on which are printed the telephone numbers of the appropriate police department, the receiving school, and an emergency medical service and on which is provided a space for writing the location of a disabled school bus and the name of the bus driver;
 - d. Flags or flares or other warning devices; and
 - e. Any other equipment or supplies determined to be included on the school bus by the administration.



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54. Each school bus driver shall:
- a. Inspect his/her bus for possible hazards or safety concerns before driving the bus each day;
 - b. Keep aisles and passageways clear at all times;
 - c. Maintain student discipline on the bus;
 - d. Prohibit the presence of any non-service animal, firearm, ammunition, weapon, explosive, or any other dangerous or illegal material or object on the school bus;
 - e. Report promptly to the _____ (**Principal, Transportation Supervisor, Other**) any potential driving hazard on his/her route, such as construction, road work, etc.;
 - f. Report promptly to the _____ (**Principal, Transportation Supervisor, Other**) any deviation in the bus route or schedule;
 - g. Drive ~~at safe~~ **within** speeds **limits** at all times and exercise extraordinary care in inclement weather;
 - h. Know and obey all motor vehicle laws and regulations and State Board of Education regulations;
 - i. Not smoke, eat, or drink while in or operating the bus at any time or perform any act or behave in any manner that may impair the safe operation of the school bus;
 - j. Visually inspect the school bus at the end of each transportation route to determine that no student has been left on the bus; and
 - k. Not allow a student on board a school bus unless the bus driver or other employee of the Board or school bus contractor is also on board the bus. This shall not apply when a school bus driver leaves the bus to assist in the boarding or exiting of a disabled student or in the case of an emergency.



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Emergency School Bus Procedures

D. General Emergency Rules

1. School bus drivers are responsible for the safety of the students on their bus. In the event of an emergency, school bus drivers must exercise responsible leadership. The safety and well-being of students must be the drivers' paramount consideration. School bus drivers shall stay with their students until another school staff member, law enforcement officer, or a first responder can assume responsibility for the safety of the students.
2. School bus drivers may not leave the school bus when children are aboard except in an emergency and, then, only after they have turned off the engine, removed the ignition key, and safely secured the school bus.
3. A school bus must be evacuated when:
 - a. There is a fire in the engine or any other portion of the bus;
 - b. There is a danger of fire because the bus is near an existing fire or a quantity of gasoline or other highly combustible material and is unable to move away;
 - c. The bus is disabled for any reason and:
 - (1) Its stopping point is in the path of a train or is adjacent to a railroad track;;
 - (2) A potential exists for the position of the bus to shift thus endangering students;; or
 - (3) The stopping point (e.g., on a hill, curve, or near an obstruction) fails to provide oncoming traffic with at least 300 feet visibility of the bus, thus creating the danger of a collision; or.
 - d. The risk of remaining in the bus poses a greater safety risk than evacuating the bus.



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4. When a school bus is evacuated, students shall leave the bus by the exit(s) and in the manner that affords maximum safety in the circumstances.
5. Students who have been evacuated from a school bus shall be moved to a safe place and distance from the bus and remain there until the driver or, if the driver is incapacitated, another person in authority has determined that no danger remains or until other alternative safety provisions can be made.
6. No student shall be allowed to request a ride with a passerby or proceed to walk home or leave the scene without the specific approval of the bus driver, a police officer, or other person in authority.
7. In the event a school bus is disabled in the course of providing student transportation, the driver, or a responsible person designated by the driver, will notify the _____
(Principal of the receiving school, Transportation Supervisor, School Business Administrator, Other) of the number and location of the bus and the circumstances of the disability. The _____ **(Principal of the receiving school, Transportation Supervisor, School Business Administrator, Other)** will make arrangements for the safety of the students.

E. Specific Emergency Situations

1. In the event of an accident or vehicle failure the following procedures will be implemented::
 - a. The school bus driver shall, in person or through a responsible designee, summon the police and emergency medical services, if necessary, and notify the Principal of the receiving school and the School Business Administrator; or designee, of the district providing the transportation.
 - b. The school bus driver will attempt to make all students as safe and comfortable as possible. If possible and necessary, the driver will administer emergency first aid to injured students.



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- c. In the event of an accident with no apparent or actual injuries and when law enforcement officials permit the bus to continue on its route after investigating the accident the school nurse will:
 - (1) If the accident occurred on the way to school or during school hours, examine any student who is feeling or displaying any symptoms of any injuries from the accident when the bus arrives at school; or
 - (2) If the accident occurred on the way home from school, examine any student who is feeling or displaying any symptoms of any injuries from the accident the next school day or if the parent of a student requests the school nurse examine their child the next school day.
- d. In the event of an accident where students are injured, a student(s) may be transported to a hospital if it is determined by law enforcement, medical, and/or first aid staff at the accident scene additional medical treatment is required.
 - (1) If the accident occurred on the way to school or during school hours, the school nurse will examine any student not transported to the hospital who is feeling or displaying any symptoms of any injuries from the accident when the bus arrives at school.
 - (2) If the accident occurred on the way home from school, the nurse will examine any student feeling or displaying any symptoms of any injuries from the accident the next school day or if the parent of a student requests the school nurse examine their child the next school day.
- e. If another vehicle(s) is involved, the bus driver will obtain the following information from the driver(s) of that vehicle(s) or from law enforcement officers at the accident scene: driver's name, driver's license number, vehicle owner's name and address, vehicle registration number, owner's insurance company and policy number, and a description of the vehicle (color, make, year, body type).



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- f. The following notifications must be provided:
 - (1) The school bus driver must report immediately to the Principal of the receiving school and the School Business Administrator or designee of the district providing the transportation, any accident that involves an injury, death, or property damage. In addition, the bus driver must complete and file the Preliminary School Bus Accident Report prescribed by the Commissioner of Education.
 - (2) The Principal of the receiving school shall retain a copy of the Report and forward other copies of the Report as prescribed by the New Jersey Department of Education.
 - (3) In addition, a school bus driver involved in an accident resulting in injury or death of any person, or damage to property of any one person in excess of \$500 shall complete and file within ten days after such accident a Motor Vehicle Accident Report in accordance with N.J.S.A. 39:4-130.
 - (4) The parent of students involved in a school bus accident shall be notified as quickly as possible commensurate with the severity of the accident and injuries, if any, and hospital placement of their child if transported to a hospital by ambulance or by other emergency personnel.
- 2. In the event the school bus driver is incapacitated, the following procedures will be implemented:
 - a. A school bus driver is incapacitated when he/she is unable to operate the school bus safely or when his/her driving ability is significantly impaired by the driver's physical or mental condition.



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- b. If there is a bus aide on the bus, the bus aide will take steps necessary to have the bus pulled off the road to a safe location and shall contact school officials or emergency services for assistance. If a bus aide is not on the bus, the bus driver shall pull the bus off the road to a safe location and contact school officials or emergency services for assistance.
 - c. The bus shall be stopped, with due consideration for the safety of its passengers, the motor turned off, the ignition key removed, and safely secure the bus.
 - d. The _____ (**Principal of the receiving school, Transportation Supervisor, School Business Administrator, Other**) shall immediately arrange for the transportation of the students by substitute driver, substitute bus, or other means.
3. In the event of an injury to a student on the bus, at a bus stop, or along a transportation route, not incurred as the result of a school bus accident, the following procedures will be implemented.
- a. In the absence of another responsible adult in authority, the school bus driver will take charge of a student who has been injured or disabled on a school bus, at a school bus stop, or along the transportation route traveled by the school bus.
 - b. If necessary, first aid will be administered.
 - c. If the student's injury is serious, emergency medical services will be summoned; the school bus driver or a responsible adult appointed by the bus driver will remain with the student until emergency medical help arrives.
 - d. If the student's injury is not serious, and:
 - (1) Occurs on the way to the school, the school bus driver will deliver the injured student to the school nurse for examination and such treatment or referral as may be required. The school nurse will notify the student's parent-;



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- (2) Occurs on the way to the student's home, the school bus driver or another school district staff member will deliver the injured student to his/her parent or to a responsible adult at the student's home or if no one is home the injured student will be transported back to a school district location until a parent or another responsible adult can be contacted. If it is determined the student may need medical treatment and a parent or responsible adult cannot be contacted, the child may be transported to the school physician's office or to the nearest hospital emergency room.; **or**
 - (3) Occurs on the way to or from an extracurricular event, the school bus driver will notify a professional staff member assigned to the activity, who will take charge of the student and notify the student's parent.
- e. The school bus driver will immediately report the incident and any injuries to the Principal or designee of the school in which the student is enrolled.

Issued:



POLICY GUIDE

TEACHING STAFF MEMBERS

3244/page 1 of 1

In-Service Training

Jun 16

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ABOLISHED

[See POLICY ALERT Nos. 172 and 209]

3244 IN-SERVICE TRAINING

The Board of Education believes that the continuing improvement of the professional skills of teaching staff members is essential to the provision of a thorough and efficient system of education. The Board accepts the responsibility for providing training for staff members in order to encourage and foster their professional growth and improve the instructional and support services of this district. Staff training shall include district-wide and school-wide programs as well as individual personal improvement programs.

The Superintendent shall plan and present to the Board a program of in-service training that is consistent with the assessed needs and goals of the district. The in-service training program will be developed in consultation with appropriate teaching staff members and shall include the demonstrable results by which the effectiveness of the program will be evaluated.

The Superintendent shall report _____ (monthly, annually, periodically, other) to the Board on the conduct of the in-service training program and the results of its evaluation.

N.J.A.C. 6A:9-15.1 et seq.

Adopted:



POLICY GUIDE

STUDENTS

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Student Use of Vehicles **on School Grounds**

Jun 16

[See **POLICY ALERT** Nos. 96 and 209]

5514 STUDENT USE OF VEHICLES ON SCHOOL GROUNDS

The safety of students, staff members, school visitors, and others while on school grounds is of significant importance to the Board of Education. A student's use of a vehicle and/or other modes of transportation on school grounds has the potential to present a safety hazard for the student operator and to other students, staff members, school visitors and others while on school grounds.

[District with a high school that has parking on school grounds – Select One Option Below]

- Students in grades _____ are permitted to drive their automobile to and from school and park in the area designated for student parking.
- The student must register their automobile with the Principal or designee who will provide the student with school rules for driving and parking on school grounds. The school's rules may require a permit that must be affixed on a window or be clearly visible from outside the automobile when the automobile is parked on school grounds.
- Students may drive their automobile to and from school, but there is no student parking on school grounds during the school day. A student who drives their automobile to and from school shall be responsible to comply with all State and local laws regarding parking.
- Students are not permitted to drive their automobile to and from school or park on school grounds during the school day.]

[Select One Option Below - Bicycles]

- Students are permitted to ride bicycles only to the following schools in the school district:



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STUDENTS

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Student Use of Vehicles on School Grounds

Students riding bicycles to school must comply with all applicable State and local laws for operating a bicycle. The Principal of each school may develop school rules for the operation of the student's bicycle on school grounds. Students must park and lock their bicycles in an area outside the school building designated by the Principal. A bicycle may not be brought into the school building without the Principal's permission.

Students are not permitted to ride bicycles to and from any school in the district.

[Select One Option Below – Non-Motorized Skateboards, Scooters, Roller Skates, Etc.]

Students are permitted to bring on school grounds non-motorized skateboards, scooters, roller skates, or any other non-motorized mode of transportation the student may use to get to and from school. The Principal shall determine if such items may be brought into the school building during the school day.

Students that bring these items to school must comply with all applicable State and local laws for operation. The Principal of each school may develop school rules for the operation of the student's non-motorized items on school grounds and if such items can be brought into school and where such items shall be stored, in or outside the building, during the school day.

Students are not permitted to bring non-motorized skateboards, scooters, roller skates, or any other non-motorized mode of transportation on school grounds during the school day.]



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STUDENTS

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Student Use of Vehicles **on School Grounds**

Students are not permitted to bring any motorized bicycle, skateboard, scooter, roller skates, hoverboard, or any other motorized mode of transportation on school grounds during the school day.

The Principal of each school building may revoke the privilege of a student's use of any vehicle or mode of transportation permitted by this Policy for the student's failure to follow the provisions of this Policy and any requirements of State or local law or any school rule. The Board of Education assumes no responsibility for the loss, damage, or theft of any vehicle or any mode of transportation permitted on school grounds in accordance with this Policy.

Adopted:



SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

7523 SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

The Board of Education may provide technology devices to pupils in the district for school district authorized use only. The purpose of this Policy is to establish general guidelines for the issuance and utilization of any school district technology device provided to pupils of this district. For the purposes of this Policy, "technology device" or "device" shall include, but not be limited to, portable devices such as computers, laptops, tablets, cellular telephones, or any other computing or electronic devices the school district provides to pupils to be used as part of their educational program.

A technology device made available to pupils will not be considered a textbook or supply, as defined in N.J.S.A. 18A:34-1, mandatory to a successful completion of the classroom curriculum. Therefore, because a technology device defined in this Policy is not mandatory to a successful completion of a pupil's classroom curriculum, a pupil will not be required to obtain a technology device provided by the school district as defined in this Policy. In the event the school district provides a technology device that is deemed mandatory to a successful completion of the classroom curriculum, the district will provide pupils with such a technology device consistent with its textbook or supply policies. Nothing in this Policy prohibits a pupil from using their personal technology device in accordance with school rules and regulations.

A technology device provided by the school district may include pre-loaded software. A pupil is prevented from downloading additional software onto the technology device or tampering with software installed on the technology device. Only school district authorized staff members may load or download software onto a school district provided technology device.

To receive a school district provided technology device, the parent and pupil must sign a School District Provided Technology Device Form requiring the parent and the pupil to comply with certain provisions. These provisions may include, but are not limited to:

1. A school district provided technology device must be used only by the pupil for school district authorized use;
2. A pupil shall comply with the school district's acceptable use of technology policies, which shall be attached to the School District Provided Technology Device Form, in their use of any school district provided technology device;



SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

3. Any school district provided technology device loaned to a pupil must be returned to the school district in the condition it was initially provided to the pupil considering reasonable use and care by the pupil;
4. The parent or pupil shall be responsible to reimburse the school district the cost of any technology device and its associated peripherals that are lost, damaged beyond reasonable use or beyond its value, abandoned, missing, stolen, or cannot be returned to the district in accordance with the terms of the School District Provided Technology Device Form;
5. The parents or pupil shall be responsible to reimburse that school district the actual cost (including the cost of any hardware parts and/or any fees associated with the repair) of any repairable damage to the device and/or peripherals in accordance with the terms of the School District Provided Technology Device Form;
6. The district may require, or offer as an option, depending on the type of technology device provided to the pupil, an insurance policy to be purchased by the parent or pupil that would cover certain losses or damage to a technology device during the time period the pupil has possession of the device. The parent or the pupil shall pay any insurance policy required deductibles in the event of a loss;
7. In the event the school district does not require the purchase of an insurance policy for a technology device or the parent or pupil elects not to purchase optional insurance, the parent and/or pupil shall be responsible for any loss or damage to the technology device in accordance with the terms of the School District Provided Technology Device Form.
8. The school district shall offer parents and pupils the opportunity to pay an annual, non-refundable Technology Use Fee of \$50.00 which shall cover the first occurrence of accidental damage to the device. Parents may choose to waive this fee and shall then be responsible to reimburse the district for the cost of the repair and/or parts required for the repair.
9. **In the event the first occurrence of accidental damage has occurred, the parent and pupil shall have the opportunity to pay an additional \$50.00 use fee to cover a subsequent occurrence of accidental damage. This payment must be received prior to the subsequent damage occurring or the device shall be deemed uncovered. The parent and**



SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

pupil may exercise this option to pay the \$50.00 use fee a maximum of three (3) times in one school year, thus covering the cost of three (3) occurrences of accidental damage.

- 9. 10. A pupil will be required to report any hardware or software problems in the operation of the device to the school district staff member, designated on the School District Provided Technology Device Form, within two school days of the commencement of the problem;
- 10. 11. A pupil must report to the school district staff member designated on the School District Provided Technology Device Form within two school days in the event the technology device has been damaged or is missing;
- 11. 12. A parent or pupil is required to immediately file a police report in the event it is believed the technology device has been stolen. Within one school day after filing a police report, a parent or pupil shall complete the School District Provided Technology Device Loss Form and submit the completed Loss Form and a copy of the police report to the Principal or designee;
- 11. 13. A pupil shall be required to provide routine cleaning and care of the device in accordance with school district cleaning and care guidelines;
- 13. 14. The pupil shall have the technology device in their possession in school as required; and
- 14. 15. Any other provisions the Superintendent of Schools determines should be included on the School District Provided Technology Device Form.

The school district will provide the pupil and parent with written or electronic notification that the technology device provided by the school district may record or collect information on the pupil's activity or the pupil's use of the technology device if the device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the pupil's activity or use of the device. This notification shall also include a statement that the school district shall not use any of the capabilities in a manner that would violate the privacy rights of the pupil or any individual residing with the pupil. The parent shall be required to acknowledge receipt of this notification and the parent acknowledgement shall be retained by the Principal or designee for as long as the pupil retains the use of the school district provided technology device. The parent acknowledgement and a signed School District Provided Technology Device Form shall be required before the issuance of a technology device to a pupil. In accordance with the provisions of P.L. 2013, Chapter 44, a school district failing to



SCHOOL DISTRICT PROVIDED TECHNOLOGY DEVICES TO PUPILS

provide this notification shall be subject to a fine of \$250 per pupil, per incident. The fine shall be remitted to the New Jersey Department of Education, and shall be deposited in a fund that shall be used to provide laptop or other portable computer equipment to at-risk pupils as defined in N.J.S.A. 18A:7F-45.

Pupils shall comply with all school district policies for the use of a school district provided technology device. A pupil shall be subject to consequences in the event the pupil violates any school district policy, including the district's acceptable use policies; pupil code of conduct; any provision of this Policy; or any provision of the School District Provided Technology Device Form.

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

P.L. 2013, Chapter 44 – "The Anti-Big Brother Act"

Adopted: 19 August 2014

Revised: 28 July 2015

Approved: 28 July 2015



POLICY GUIDE

Manasquan School District

5536 VOLUNTARY RANDOM TESTING FOR STUDENT ALCOHOL OR OTHER DRUG USE

The Manasquan High School Board of Education believes firmly that it is the responsibility of the district to help safeguard the health, character, citizenship, and personal development of the pupils in its schools. Therefore, we must maintain that the unlawful possession and use of illegal drugs, steroids, and alcohol is wrong and harmful. The Board recognizes that the misuse of drugs, steroids, and alcohol threatens the positive development of pupils and the welfare of the entire school community. The Board of Education is committed to the prevention of drug, steroid, and alcohol abuse and to the rehabilitation of identified abusers.

The Board of Education further recognizes that the problem of illegal drug, steroid, and alcohol use presents a continuing challenge and a clear danger to the school population as a whole. The district's commitment to maintaining the integrity of athletics and excellent co-curricular programs requires a clear policy and supportive programs relating to the detection and prevention of substance abuse by pupils involved in athletics and co-curricular activities.

The New Jersey Legislature found there are many school districts within the State with a growing problem of drug and alcohol abuse among their students. Federal and State Courts have held it may be appropriate for school districts to combat this problem through the random drug testing of students participating in extracurricular activities, including interscholastic athletics, and students who possess school parking permits. The New Jersey Legislature passed legislation that is consistent with the New Jersey and United States Constitution, for the random testing of school district students in grades nine through twelve.

The purposes of this voluntary random drug testing program is to have a positive effect on attaining the important objectives of deterring drug use and providing a means for the early detection of students with drug problems so that referral for evaluation or referral for treatment, pursuant to N.J.A.C. 6A:16-4.4(b)10 and N.J.A.C. 6A:16-1.3 and 4.1, or other appropriate assistance may be offered.

Parents and students in grades nine through twelve who participate in the school district's Voluntary Random Drug Testing will be required to sign a Consent Form consenting to the provisions of the Program for twelve months.

The Manasquan Board of Education encourages its pupils to refrain from illegal consumption of controlled dangerous substances and alcohol. In order to promote a drug-free lifestyle, the Board is instituting a voluntary random drug/alcohol



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POLICY GUIDE

Manasquan School District

testing program for its high school pupils (grade nine through twelve). The program is designed to ensure that:

1. High school pupils are given an opportunity to join, along with their peers, a voluntary drug/alcohol prevention program;
2. Parent(s) or legal guardian(s) are given a vehicle to encourage their children to remain drug and alcohol-free; and
3. Pupils are given the opportunity to unite and take a collective stand against substance abuse.

Each pupil enrolling in the voluntary random drug/alcohol testing program pursuant to this policy shall be subject to random drug/alcohol testing as administered by the Board's program specialist. Said testing shall take place each week throughout the school year, with a random selection of participating pupils tested on randomized dates. Each participating pupil's identification number shall be placed into a pool and shall be randomly selected throughout the year. Procedures governing the administration of such tests shall be set forth in regulations developed by the Superintendent and/or his/her designee(s).

Pupils enrolled in the program who test positive for the first time shall not be subject to discipline. However, such pupils shall be: (1) medically excluded from school for up to ten school days or until received clearance from a medical professional and (2) subject to the restrictions on team practice and competition as set forth in their respective high school athletic department training rules (if they participate in athletic extra-curricular activities). Attendance at school shall not resume until a written report, including a non-diluted, negative chemical screening analysis, has been submitted to the parent(s) or legal guardian(s) shall be required to participate in an administrative conference with the Student Assistance Counselor and shall undergo an assessment, if so required by the Student Assistance Counselor, prior to resuming attendance at school. Pupils enrolled in the program who test positive a second time or more shall be subject to: (1) such disciplinary measures and procedures as are set forth in Board policy governing drugs and alcohol and (2) the restrictions on team practice and competition as set forth in their respective high school athletic department training rules (if they participate in athletic extra-curricular activities).

A pupil shall be deemed to have tested positive when:

1. The urine sample submitted to the laboratory returns with a positive test for controlled dangerous substance or alcohol;
2. A urine sample submitted by the pupil has been tampered with, including but not limited to, the use of a masking agent; and
3. A pupil refuses to submit to the urine test.

In order to enroll in the program, pupils and their parent(s) or legal guardian(s) shall jointly sign a contract wherein they agree to abide by the rules of the program. Pupils desiring to discontinue their membership in the program must provide the Board with a written document signed by both the parent(s) or legal guardian(s) and the pupil.



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Manasquan School District

The Board's Program will randomly test up to twenty eligible students per month from September 1 through the last day of school in the program. In accordance with the provisions of N.J.S.A. 18A:40A-23, the district's random drug and alcohol testing program (Program) will test for the use of controlled dangerous substances as defined in N.J.S.A. 2C:35-2 and alcohol. The Board of Education will annually adopt a list of prohibited substances to be tested and the cut-off levels for each substance that determines a positive test before the beginning of each school year. This information will be provided to each parent and student with the Consent Form.

In accordance with the provisions of N.J.S.A. 18A:40A-24 and N.J.A.C. 6A:16-4.4(a), the Board of Education, prior to adopting this Policy and the procedures outlined in the corresponding Regulation, held a public hearing on the proposed Policy and Regulation. The notice of the public hearing specifically identified the proposed Policy and Regulation as an agenda item for the hearing and copies of the proposed Policy and Regulation were made available at the meeting and upon request from the public prior to the public hearing. This meeting is mandatory for all incoming 8th grade students or transfers.

The Program's Policy and procedures outlined in Regulation 5536 will include the following components:

1. A description of the procedures for randomly selecting students to be tested in accordance with the procedures outlined in N.J.A.C. 6A:16-4.4(b)2.;
2. A description of the procedures for the acquisition and management of student's alcohol and other drug test specimens as outlined in N.J.A.C. 6A:16-4.4(b)3.; and
3. The standards for ensuring the confidentiality and scope of authorized disclosure of alcohol or other drug testing information as outlined in N.J.A.C. 6A:16-4.4(b)4 and a description of the consequences for violating the confidentiality and disclosure standards;

The Principal or designee shall provide written notice to all ninth through twelfth grade students and their parents at the beginning of each school year that an active written Consent Form will be required from students and parents as participation in the district's voluntary random student alcohol and drug testing program as authorized by N.J.S.A. 18A:40A-22 is required for students to participate in interscholastic athletics, extra-curricular activities, and to possess a student parking permit. The Principal's written notice shall include a list of extra-curricular activities that are included in the Program.



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POLICY GUIDE

Manasquan School District

A parent providing consent to the Program shall be notified in a confidential manner each time his/her child has been tested under the Program. The Board of Education will ensure the method used for the collection and transport of alcohol and other drug specimens is in accordance with those outlined in N.J.A.C. 6A:16-4.4(e). A student who refuses to consent to the alcohol or other drug test upon being randomly selected shall be considered in violation of the Policy and subject to such consequences as if the student tested positive for alcohol and drugs.

The Board of Education will approve in Regulation 5536 any consequences for a student who tests positive for alcohol or drug use under this Program. The consequences shall be limited to removal from or prohibition against participation in interscholastic sports, extra-curricular activities, and/or disapproval or revocation of the student's parking permit.

The Board will also adopt procedures for students or their parents to challenge a positive result from the alcohol or other drug tests. The Board will also adopt guidelines for referral for evaluation or referral for treatment, pursuant to N.J.A.C. 6A:16-1.3, 4.1, and 4.4 or the provision of other appropriate assistance for students who test positive for alcohol or other drug use.

A copy of this Policy and Regulation will be available to parents and students and a parent and student will be required to acknowledge their receipt of this Policy and Regulation in their Consent Form.

N.J.S.A. 18A:40A-23; 18A:40A-24
N.J.A.C. 6A:16-4.3; 6A:16-4.4

Revised: May 24, 2016
Adopted:



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POLICY GUIDE

TEACHING STAFF MEMBERS

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In-Service Training

Jun 16

M

ABOLISHED

[See POLICY ALERT Nos. 172 and 209]

3244 IN-SERVICE TRAINING

The Board of Education believes that the continuing improvement of the professional skills of teaching staff members is essential to the provision of a thorough and efficient system of education. The Board accepts the responsibility for providing training for staff members in order to encourage and foster their professional growth and improve the instructional and support services of this district. Staff training shall include district-wide and school-wide programs as well as individual personal improvement programs.

The Superintendent shall plan and present to the Board a program of in-service training that is consistent with the assessed needs and goals of the district. The in-service training program will be developed in consultation with appropriate teaching staff members and shall include the demonstrable results by which the effectiveness of the program will be evaluated.

The Superintendent shall report _____ (monthly, annually, periodically, other) to the Board on the conduct of the in-service training program and the results of its evaluation.

N.J.A.C. 6A:9-15.1 et seq.

Adopted:



REGULATION GUIDE

TEACHING STAFF MEMBERS

R 3244/page 1 of 1

In-Service Training

Jun 16

M

ABOLISHED

[See POLICY ALERT Nos. 117 and 209]

R 3244 IN-SERVICE TRAINING

~~In-service programs shall be the responsibility of the _____.
He/She shall solicit from teachers and staff input on the need for in-service
instruction and shall develop an appropriate program, establish a schedule and
notify the appropriate individuals and inform the Superintendent of Schools, who
shall apprise the Board of Education regarding the in-service program for teachers
and staff.~~

~~N.J.A.C. 6:8-2.8(a)4~~

Issued:



REGULATION GUIDE

STUDENTS
R-5514/page 1 of 5
Student Use of Vehicles
Jun 16

ABOLISHED

[See POLICY ALERT Nos. 144 and 209]

R-5514 STUDENT USE OF VEHICLES

A. ~~Use of Bicycles~~

~~The use of bicycles for travel to and from school by students in grades _____ through _____ is permitted in accordance with Policy No. 5514 and the following rules:~~

- ~~1. Bicycles must be in sound condition and equipped with:
 - a. A rear reflector;
 - b. A bell or other signaling device other than a siren or whistle;
 - c. Brakes;
 - d. A lock and chain; and
 - e. If the bicycle will be used after dark, a white front lamp and red rear lamp, each visible from at least 500 feet.~~
- ~~2. The operator may not permit a second person to ride on the bicycle with him/her.~~
- ~~3. The operator will keep his/her hands on the handlebars and feet on the pedals while the bicycle is being operated on the street.~~
- ~~4. The operator will not "hitch" a ride on any moving vehicle.~~
- ~~5. The operator will walk the bicycle while on school premises.~~
- ~~6. The operator will store his/her bicycle in a rack provided at the school. Students are advised to keep bicycles locked when not in use.~~
- ~~7. The operator will wear a biker's helmet.~~



REGULATION GUIDE

STUDENTS

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Student Use of Vehicles

Optional

~~(If Roller Skates/Blades and/or Skate Boards Permitted in Policy)~~

~~{Use of Roller Skates/Blades and/or Skate Boards~~

~~The use of roller skates/blades and/or skateboards for travel to and from school by students in grades _____ through _____ is permitted in accordance with Policy No. 5514 and the following rules:~~

- ~~1. — Roller skates/blades and/or skateboards must be in sound condition.~~
- ~~2. — The operator may not permit a second person to ride on the roller skates/blades and/or skateboards with him/her.~~
- ~~3. — The operator will walk the skateboard while on school premises and remove roller skates/blades before entering the school building.~~
- ~~4. — The operator will store his/her roller skates/blades and/or skateboards in their school locker or other designated location in the school.~~
- ~~5. — The operator will wear a properly fitted and fastened helmet which meets the standards determined by State law. The parent(s) or legal guardian(s) may be fined in accordance with State law for their child under the age of 14 years old for failing to wear an approved helmet while operating a roller skates/blades and/or skateboards.}~~

Optional

- ~~{6. — Helmets must be worn by persons fourteen years of age and under.}~~

~~B. — Permission to Ride a Bicycle~~

- ~~1. — Students will obtain a permission slip from the school office.~~
- ~~2. — Permission slips must be signed by a parent(s) or legal guardian(s) and returned to the school office.~~
- ~~3. — Permission slips will be retained on file by the school office.~~



REGULATION GUIDE

STUDENTS

R-5514/page 3 of 5

Student Use of Vehicles

Optional

~~[Permission to Use Roller Skates/Blades and/or Skate Boards~~

- ~~1. — Students will obtain a permission slip from the school office.~~
- ~~2. — Permission slips must be signed by a parent(s) or legal guardian(s) and returned to the school office.~~
- ~~3. — Permission slips will be retained on file by the school office.]~~

C. — Use of Automobiles

~~The use of automobiles for travel to and from school by students who have attained the legal age to drive independently is permitted in accordance with Policy No. 5514 and the following rules:~~

- ~~1. — Automobiles must be registered and inspected by the State of New Jersey and properly insured.~~
- ~~2. — Automobiles must be registered in the office of the Principal in accordance with paragraph D.~~
- ~~3. — No student may operate or park an automobile on school premises during the school day without a sticker issued and affixed in accordance with paragraph D5.~~
- ~~4. — A student who drives an automobile to and from school may transport only other members of his/her family, except with the express permission of the Principal.~~
- ~~5. — Automobiles must be parked in the parking area provided at the school building; students' automobiles must not be parked or left standing in fire zones or in areas designated for staff and visitor parking.~~
- ~~6. — Permission for the use of an automobile is granted only for travel to and from school. The use of the automobile by students participating in field trips, sports events, performances, and out-of-school instructional assignments is permitted only with the express permission of the Principal.~~



REGULATION GUIDE

STUDENTS

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Student Use of Vehicles

7. ~~Once parked, an automobile may be visited during the school day only with the permission of the Principal.~~
8. ~~Driving on school grounds must not exceed _____ (number not to exceed 15) miles per hour. Automobiles must be driven with caution at all times.~~
9. ~~Any accident involving an automobile registered with the Principal, occurring anywhere, must be promptly reported to the _____.~~

D. ~~Permission to Operate an Automobile~~

1. ~~The parent(s) or legal guardian(s) of the student or adult student seeking permission to drive an automobile to and from school must submit written application for permission to the _____. The application will include:~~
 - a. ~~The student's name and driver's license number,~~
 - b. ~~The reason for the necessity of driving to school,~~
 - c. ~~The make, model, year, color, and registration number of the automobile,~~
 - d. ~~The name of the insurance carrier and the insurance number, and~~
 - e. ~~Evidence that the student has successfully completed a driver training course.~~
2. ~~The student intending to operate the automobile will review and sign a copy of the rules governing the use of automobiles for travel to and from school.~~
3. ~~The Principal will make an independent determination, through the Department of Motor Vehicles (1-609-292-6500), that the student's driver's license has not been suspended.~~
4. ~~The Principal will personally inspect the student's driver's license, the automobile registration card, and the automobile insurance certificate. Copies of these documents will be made and kept in the student's file along with the application form.~~



REGULATION GUIDE

STUDENTS

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Student Use of Vehicles

5. ~~When an application has been approved, the Principal will issue the student a sticker to be affixed on the _____ (location) of the automobile.~~

E. ~~Revocation of Permission~~

1. ~~The permission to use a bicycle or automobile for travel to and from school is a privilege summarily revocable by school officials when the permittee:~~
 - a. ~~Violates the rules set forth in this regulation or an express order of the Principal;~~
 - b. ~~Has been expelled from school or suspended for a period exceeding _____ school days;~~
 - c. ~~Has been convicted of a moving vehicle driving practices;~~
 - d. ~~Has engaged in any unsafe or careless driving practices;~~
 - e. ~~Has committed an act of vandalism or theft; or~~
 - f. ~~Has received a failing grade in any subjects in one marking period.~~
2. ~~Driving privileges may be reinstated by the _____ no earlier than _____ (three months, the second marking period, other) after the suspension or revocation, on the parent(s) or legal guardian(s) or adult student's reapplication and on the _____'s finding that the student has maintained a satisfactory record of school citizenship.~~

Optional

- [3. ~~Permission to use roller skates/blades and/or a skateboard may be suspended or revoked by the Principal or designee when in his/her judgment a student has violated the rules governing their use. The Principal or designee shall determine the duration of the suspension or the need for permanent revocation.~~]

Issued:

