

DOCUMENT A

District Enrollment: March 31, 2020

DISTRICT	Full Time Students	Shared Time Students	Full Time Students PTC 20 LLD	Shared Time Students PTC 20 LLD	Total Student Count
Avon	35	1	0	0	36
Belmar	104	16	3	1	124
Brielle	207	4	2	1	214
Lake Como	48	5	2	1	56
Manasquan	286	6	5	0	297
Sea Girt	22	1	2	0	25
Spring Lake	50	2	0	0	52
Spr Lk Hts	123	2	5	0	130
Parent Paid	15	1	0	0	16
Employee Child	3		0	0	3
Paid By Another Agency	0		0	0	0
Tuition Free	0		0		0
Totals	893	38	19	3	953
				TOTAL MHS	953
				TOTAL MES	534
				TOTAL ENROLLMENT	1,487

MANASQUAN SCHOOL DISTRICT ATTENDANCE COMPARISON REPORT
2019-2020 school year

HIGH SCHOOL		<u>ATTENDANCE PERCENTAGE</u>	<u>AVERAGE DAILY ENROLLMENT</u>	<u>AVERAGE DAILY ATTENDANCE</u>	
Mar-19		93.79	947.93	889.14	
Mar-20		96.01	929.68	892.71	
ELEMENTARY SCHOOL					
Mar-19		95.987	548.19	521.048	
Mar-20		98.887	535	521.227	

MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT
2019-2020 school year

HIGH SCHOOL

<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILLS</u>
	NO REPORTS - REMOTE LEARNING DUE TO COVID-19 VIRUS			
ELEMENTARY SCHOOL				
<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILL</u>
	NO REPORTS - REMOTE LEARNING DUE TO COVID-19 VIRUS			

DOCUMENT C

MANASQUAN SCHOOL DISTRICT HARRASSMENT, INTIMIDATION & BULLYING REPORT
April 28, 2020

Case #	Date of Report	ID Victim	ID Accused	Determination	Discipline/remediation
MES					
		NO REPORT FOR THE MONTH			
MHS					
		NO REPORT FOR THE MONTH			

All victims received counseling.

BYLAW GUIDE

BYLAWS
0152/page 1 of 2
Board Officers
Mar 20

[See POLICY ALERT Nos. 181, 205, and 219]

0152 BOARD OFFICERS

The Board of Education shall organize at its first regular meeting by electing one of its members as President and another as Vice President.

Any member may place a member's name in nomination; a second is not required. Election for each office will be conducted by a vote when the nominations for that office are closed. The candidate receiving a majority vote of the members of the Board present and constituting a quorum will be elected to office.

Select Option 1 or 2 below

[Option 1 - Voting shall take place by written ballot after nominations are closed for each position, President and Vice President. Each Board members will be provided a blank piece of paper ballot after nominations are closed for each position. Each Board member and shall write the name of one Board member the person they wish to vote for see elected on the piece of paper ballot. Each Board member must print and sign their name on their paper ballot. The ballots shall be read aloud tallied by the Board Secretary identifying the Board member and their vote. and Tthe person with the majority vote of the members of the Board present and constituting a quorum shall be elected. In the event no candidate receives a majority vote of the members of the Board members present and constituting a quorum, the procedure shall be repeated continue until someone receives a majority vote of those Board members present and constituting a quorum.]

[Option 2 - Voting shall take place by verbal roll call vote after nominations are closed. When more than one person has been nominated, the Board will vote on candidates in the order in which they were nominated. In the event no candidate receives a majority vote of the members of the Board present and constituting a quorum, the procedure shall continue until someone receives a majority vote.]

Officers shall serve for one year and until their respective successors are elected and shall qualify, but if the Board shall fail to hold the organization meeting or to elect Board officers as prescribed by N.J.S.A. 18A:15-1, the Executive County Superintendent shall appoint from among the members of the Board a President and/or Vice President.



BYLAW GUIDE

BYLAWS
0152/page 2 of 2
Board Officers

A President or Vice President who refuses to perform a duty imposed upon him/her by law may be removed by a majority vote of the Board members present and constituting a quorum. In the event the office of President or Vice President shall become vacant the Board shall, within thirty days thereafter, fill the vacancy for the unexpired term. If the Board fails to fill the vacancy within such time, the Executive County Superintendent shall fill the vacancy for the unexpired term.

N.J.S.A. 18A:15-1; 18A:15-2

Adopted:



POLICY GUIDE

ADMINISTRATION

1581/page 1 of 4

~~Victim of Domestic or Sexual Violence Leave~~

Mar 20

M

[See **POLICY ALERT** Nos. 202 and 219]

1581 ~~VICTIM OF DOMESTIC OR SEXUAL VIOLENCE LEAVE~~

Policy and Regulation 1581 - Section A. sets forth the New Jersey Civil Service Commission's Uniform Domestic Violence Policy that all public employers shall adopt and distribute to all their employees in accordance with the requirements of N.J.S.A. 11A:2-6a. The purpose of the Uniform Domestic Violence Policy is to encourage public employees who are victims of domestic violence, and those impacted by domestic violence, to seek assistance from their public employer's human resources officer(s) and to provide a standard for a public employer's human resources officer(s) to follow when responding to employees.

Policy and Regulation 1581 – Section B. provides employment protection for employees of those employers as defined in N.J.S.A. 34:11C-2, who are victims of domestic violence or sexual violence in accordance with the provisions of the New Jersey Security and Financial Empowerment Act (NJ SAFE Act) - N.J.S.A. 34:11C-1 et seq.

A. Uniform Domestic Violence Policy (N.J.S.A. 11A:2-6a)

All New Jersey public employees are covered under N.J.S.A. 11A:2-6a and Policy and Regulation 1581 – Section A. All public employers shall designate a Human Resources Officer (HRO) or equivalent to assist employees who are victims of domestic violence. The name and contact information of the designated HRO must be provided to all employees. Managers and supervisors are required to refer any employee who is experiencing domestic violence or who report witnessing domestic violence to the designated HRO.

Employees who are victims of domestic violence are encouraged to seek immediate assistance from their HRO. Employees who have information about or witness an act of domestic violence against an employee are encouraged to report that information to the designated HRO, unless the employee is required to report the domestic violence pursuant to applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report, in which case the employee must report to the appropriate authority in addition to reporting to the designated HRO.



POLICY GUIDE

ADMINISTRATION

1581/page 2 of 4

~~Victim of Domestic or Sexual Violence Leave~~

Nothing in the Uniform Domestic Violence Policy and Policy and Regulation 1581 – Section A. shall preclude an employee from contacting 911 in emergency situations. HROs shall remind employees to contact 911 if they feel they are in immediate danger.

Each designated HRO shall comply with the requirements outlined in Regulation 1581 – Section A.4.d. In responding to reports of domestic violence, the HRO shall seek to maintain confidentiality to protect an employee making a report of, witnessing, or experiencing domestic violence, to the extent practical and appropriate under the circumstances and allowed by law.

To ensure confidentiality and accuracy of information, the Uniform Domestic Violence Policy 1581 and Regulation 1581 – Section A.6. require the HRO to keep all documents and reports of domestic violence in a confidential personnel file separate from the employee's other personnel records.

Public employers in the State of New Jersey shall develop an action plan to identify, respond to, and correct employee performance issues that are caused by domestic violence, pursuant to N.J.S.A. 11A:2-6a, and in accordance with the guidelines outlined in Regulation 1581 - Section A.7.

Resources and program information will be readily available to assist victims of domestic violence.

A public employer may seek to modify Policy and Regulation 1581 to create additional protocols to protect victims of domestic violence, but may not modify in a way that reduces or compromises the safeguards and processes set in the Uniform Domestic Violence Policy.

- B. The New Jersey Security and Financial Empowerment Act – (N.J.S.A. 34:11C-1 et seq. - NJ SAFE Act)

The New Jersey Security and Financial Empowerment Act, N.J.S.A. 34:11C-1 et seq. (NJ SAFE Act), is a law that provides employment protection for victims of domestic or sexual violence. Any employee of an employer in the State of New Jersey as defined in N.J.S.A. 34:11C-2, who was a victim of an incident of domestic violence as defined in



POLICY GUIDE

ADMINISTRATION

1581/page 3 of 4

~~Victim of Domestic or Sexual Violence Leave~~

N.J.S.A. 2C:25-19, or a sexually violent offense as defined in N.J.S.A. 30:4-27.26, or whose parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, was a victim shall be entitled to unpaid leave of no more than twenty days in one twelve-month period, to be used in the twelve-month period next following any incident of domestic violence or any sexually violent offense as provided in N.J.S.A. 34:11C-3.

The unpaid leave may be taken intermittently in intervals of no less than one day, as needed for the purpose of engaging in the activities outlined in N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3.a.(1)-(6) as they relate to the incident of domestic violence or sexually violent offense as outlined in Regulation 1581 - Section B.3.b.

An eligible employee may elect to use any accrued paid vacation leave, personal leave, or medical or sick leave of the employee, or any family temporary disability leave benefits provided pursuant to N.J.S.A. 43:21-27 during any part of the twenty-day period of unpaid leave provided under N.J.S.A. 34:11C-3.a.

Prior to taking the leave provided for in N.J.S.A. 34:11C-3 and Regulation 1581 - Section B., an employee shall, if the necessity for the leave is foreseeable, provide the employer with written notice of the need for the leave, unless an emergency or other unforeseen circumstance precludes prior notice. The notice shall be provided to the employer as far in advance as is reasonable and practical under the circumstances.

Nothing contained in the NJ SAFE Act (N.J.S.A. 34:11C-1 et seq.) and Regulation 1581 - Section B., shall be construed to prohibit an employer from requiring that a period of leave provided pursuant to N.J.S.A. 34:11C-3 and Regulation 1581 - Section B. be supported by the employee with documentation of the domestic violence or sexually violent offense which is the basis for the leave. If the employer requires documentation, the employee shall be regarded as having provided sufficient documentation if the employee provides supporting documentation outlined in N.J.S.A. 34:11C-3.c and Regulation 1581 - Section B.3.d.



POLICY GUIDE

ADMINISTRATION

1581/page 4 of 4

~~Victim of Domestic or Sexual Violence Leave~~

An employer shall display conspicuous notice of its employees' rights and obligations pursuant to the provisions of the NJ SAFE Act.

An employer shall not discharge, harass, or otherwise discriminate, retaliate, or threaten to discharge, harass, or otherwise discriminate or retaliate against an employee with respect to the compensation, terms, conditions, or privileges of employment on the basis that the employee took or requested any leave to which the employee was entitled pursuant to N.J.S.A. 34:11C-3 of the NJ SAFE Act or on the basis that the employee refused to authorize the release of information deemed confidential pursuant to N.J.S.A. 34:11C-3.f of the NJ SAFE Act.

Upon a violation of any of the provisions N.J.S.A. 34:11C-3 or N.J.S.A. 34:11C-4, an employee or former employee may institute a civil action in the Superior Court for relief. All remedies available in common law tort actions shall be available to a prevailing plaintiff. The Court may also order any or all of the relief outlined in N.J.S.A. 34:11C-5. An action brought under N.J.S.A. 34:11C-5 shall be commenced within one year of the date of the alleged violation. A private cause of action provided for in N.J.S.A. 34:11C-5 shall be the sole remedy for a violation of the NJ SAFE Act.

N.J.S.A. 11A:2-6a

N.J.S.A. 34:11C-1 et seq.

New Jersey Civil Service Commission's Uniform Domestic
Violence Policy

Adopted:



REGULATION GUIDE

ADMINISTRATION
R 1581/page 1 of 20
Domestic Violence
Mar 20
M

[See **POLICY ALERT No. 219**]

R 1581 DOMESTIC VIOLENCE

Policy and Regulation 1581 - Section A. sets forth the New Jersey Civil Service Commission's (Civil Service Commission) Uniform Domestic Violence Policy that all public employers shall adopt and distribute to all their employees in accordance with the provisions of N.J.S.A. 11A:2-6a. The purpose of the Uniform Domestic Violence Policy is to encourage public employees who are victims of domestic violence, and those impacted by domestic violence, to seek assistance from their public employer's human resources officer(s) and provide a standard for a public employer's human resources officer(s) to follow when responding to employees.

Policy and Regulation 1581 – Section B. provides employment protection for employees of those employers as defined in N.J.S.A. 34:11C-2, who are victims of domestic violence or sexual violence in accordance with the provisions of the New Jersey Security and Financial Empowerment Act (NJ SAFE Act) - N.J.S.A. 34:11C-1 et seq.

A. Uniform Domestic Violence Policy (N.J.S.A. 11A:2-6a)

1. Definitions

The following terms are defined solely for the purposes of N.J.S.A. 11A:2-6a and Policy and Regulation 1581:

“Domestic Violence” - Acts or threatened acts, that are used by a perpetrator to gain power and control over a current or former spouse, family member, household member, intimate partner, someone the perpetrator dated, or person with whom the perpetrator shares a child in common or anticipates having a child in common if one of the parties is pregnant. Domestic violence includes, but is not limited to the following: physical violence; injury; intimidation; sexual violence or abuse; emotional and/or psychological intimidation; verbal abuse; threats; harassment; cyber harassment; stalking; economic abuse or control; damaging property to intimidate or attempt to control the behavior of a person in a relationship with the perpetrator; strangulation; or abuse of animals or pets.



REGULATION GUIDE

ADMINISTRATION

R 1581/page 2 of 20

Domestic Violence

"Abuser/Perpetrator" - An individual who commits or threatens to commit an act of domestic violence, including unwarranted violence against individuals and animals. Other abusive behaviors and forms of violence can include the following: bullying, humiliating, isolating, intimidating, harassing, stalking, or threatening the victim, disturbing someone's peace, or destroying someone's property.

"Human Resources Officer (HRO)" - An employee of a public employer with a human resources job title, or its equivalent, who is responsible for orienting, training, counseling, and appraising staff. Persons designated by the employer as the primary or secondary contact to assist employees in reporting domestic violence incidents.

"Intimate Partner" - Partners of any sexual orientation or preference who have been legally married or formerly married to one another, have a child or children in common, or anticipate having a child in common if one party is pregnant. Intimate partner also includes those who live together or have lived together, as well as persons who are dating or have dated in the past.

"Temporary Restraining Order (TRO)" - A civil court order issued by a judge to protect the life, health, or well-being of a victim. TROs can prohibit domestic violence offenders from having contact with victims, either in person or through any means of communication, including third parties. TROs also can prohibit offenders from a victim's home and workplace. A violation of a TRO may be a criminal offense. A TRO will last approximately ten business days, or until a court holds a hearing to determine if a Final Restraining Order (FRO) is needed. In New Jersey, there is no expiration of a FRO.

"Victim" - A person who is eighteen years of age or older or who is an emancipated minor and who has been subjected to domestic violence by a spouse, former spouse, or any other person who is a present household member or was at any time a household member. A victim of domestic violence is also any person,



REGULATION GUIDE

ADMINISTRATION
R 1581/page 3 of 20
Domestic Violence

regardless of age, who has been subjected to domestic violence by one of the following factors: a person with whom the victim has a child in common; a person with whom the victim anticipates having a child in common, if one of the parties is pregnant; and a person with whom the victim has had a dating relationship.

“Workplace-Related Incidents” - Incidents of domestic violence, sexual violence, dating violence, and stalking, including acts, attempted acts, or threatened acts by or against employees, the families of employees, and/or their property, that imperil the safety, well-being, or productivity of any person associated with a public employee in the State of New Jersey, regardless of whether the act occurred in or outside the organization’s physical workplace. An employee is considered to be in the workplace while in or using the resources of the employer. This includes, but is not limited to: facilities; work sites; equipment; vehicles; or while on work-related travel.

2. Persons Covered Under N.J.S.A. 11A:2-6a and Policy and Regulation 1581

All New Jersey public employees are covered under N.J.S.A. 11A:2-6a and Policy and Regulation 1581 – Section A. A State of New Jersey public employer is any State, county, municipality, school district, or other political subdivision thereof, and any agency, authority, or instrumentality of the foregoing. Casual/seasonal employees, interns, volunteers, and temporary employees of any public employer at any workplace location are also covered under N.J.S.A. 11A:2-6a and Regulation 1581 – Section A.

3. Responsibility of Employer to Designate a Human Resources Officer (HRO)

- a. All public employers shall designate an HRO to assist employees who are victims of domestic violence.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 4 of 20
Domestic Violence

- b. The designated HRO must receive training on responding to and assisting employees who are domestic violence victims in accordance with Policy and Regulation 1581 – Section A. Should the HRO be unavailable at any time, the employer must designate a secondary HRO, who must also be appropriately trained to respond and assist domestic violence victims pursuant to Policy and Regulation 1581.
 - c. Managers and supervisors are often aware of circumstances involving an employee who is experiencing domestic violence. Managers and supervisors are required to refer any employee who is experiencing domestic violence or who report witnessing domestic violence to the designated HRO. Managers and supervisors must maintain confidentiality, to the extent possible, and be sensitive, compassionate, and respectful to the needs of persons who are victims of domestic violence.
 - (1) The name and contact information of the designated HRO must be provided to all employees.
 - d. Policy and Regulation 1581 – Section A. does not supersede applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report.
 - (1) For example, if there is any indication a child may also be a victim, reporting is mandatory to the Department of Children and Families, Child Protection and Permanency, under N.J.S.A. 9:6-8.13.
4. Domestic Violence Reporting Procedure
- a. Employees who are victims of domestic violence are encouraged to seek immediate assistance from their HRO.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 5 of 20
Domestic Violence

- b. Employees who have information about or witness an act of domestic violence against an employee are encouraged to report that information to the designated HRO, unless the employee is required to report the domestic violence pursuant to applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report, in which case the employee must report to the appropriate authority in addition to reporting to the designated HRO.
- c. Nothing in Policy and Regulation 1581 – Section A. shall preclude an employee from contacting 911 in emergency situations. HROs shall remind employees to contact 911 if they feel they are in immediate danger.
- d. Each designated HRO shall:
 - (1) Immediately respond to an employee upon request and provide a safe and confidential location to allow the employee to discuss the circumstances surrounding the domestic violence incident and the request for assistance.
 - (2) Determine whether there is an imminent and emergent need to contact 911 and/or local law enforcement.
 - (3) Provide the employee with resource information and a confidential telephone line to make necessary calls for services for emergent intervention and supportive services, when appropriate. The HRO or the employee can contact the appropriate Employee Assistance Program to assist with securing resources and confidential services.
 - (4) Refer the employee to the provisions and protections of the New Jersey Security and Financial Empowerment Act, N.J.S.A. 34:11C-1 et seq. (NJ SAFE Act), referenced in Regulation 1581 - Section B.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 6 of 20
Domestic Violence

- (5) In cases where domestic violence involved a sexual touching or sexual assault between State employees, the HRO is also required to report the incident to their agency's Equal Employment Opportunity (EEO) Officer or Title IX Officer, as appropriate.
- (6) If there is a report of sexual assault or abuse, the victim should be offered the services of the New Jersey State Sexual Assault Response Team.
- (7) Maintain the confidentiality of the employee and all parties involved, to the extent practical and appropriate under the circumstances, pursuant to A.5. below.
- (8) Upon the employee's consent, the employee may provide the HRO with copies of any TROs, FROs, and/or civil restraint agreements that pertain to restraints in the work place and ensure that security personnel are aware of the names of individuals who are prohibited from appearing at the work location while the employee who sought the restraining order is present. All copies of TROs and FROs must be kept in a separate confidential personnel file.

5. Confidentiality Policy

- a. In responding to reports of domestic violence, the HRO shall seek to maintain confidentiality to protect an employee making a report of, witnessing, or experiencing domestic violence, to the extent practical and appropriate under the circumstances and allowed by law.
- b. No provision of Policy and Regulation 1581 – Section A. shall supersede applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 7 of 20
Domestic Violence

- c. Policy 1581 and Regulation 1581 – Section A.5. shall not prevent disclosure where to do so would result in physical harm to any person or jeopardize safety within the workplace.
 - (1) When information must be disclosed to protect the safety of individuals in the workplace, the HRO shall limit the breadth and content of such disclosure to information reasonably necessary to protect the safety of the disclosing employee and others and comply with the law.
 - (2) The HRO shall provide advance notice to the employee who disclosed information, to the extent possible, if the disclosure must be shared with other parties in order to maintain safety in the workplace or elsewhere.
 - (3) The HRO shall also provide the employee with the name and title of the person to whom they intend to provide the employee's statement and shall explain the necessity and purpose regarding the disclosure.
 - (a) For example, if the substance of the disclosure presents a threat to employees, then law enforcement will be alerted immediately.
 - d. Policy 1581 and Regulation 1581 – Section A. does not supersede applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines where mandatory reporting is required by the appointing authority or a specific class of employees.
6. Confidentiality of Employee Records
- a. To ensure confidentiality and accuracy of information Policy and Regulation 1581 – Section A.6. requires the HRO to keep all documents and reports of domestic violence in a confidential personnel file separate from the employee's other personnel records.



REGULATION GUIDE

ADMINISTRATION

R 1581/page 8 of 20

Domestic Violence

- b. These records shall be considered personnel records and shall not be government records available for public access under the Open Public Records Act. See N.J.S.A. 47:1A-10.

7. Public Employer Domestic Violence Action Plan

- a. Public employers in the State of New Jersey shall develop an action plan to identify, respond to, and correct employee performance issues that are caused by domestic violence, pursuant to N.J.S.A. 11A:2-6a, and in accordance with the following guidelines:
 - (1) Designate an HRO with responsibilities pursuant to A.3. and A.4. above.
 - (2) Recognize that an employee may need an accommodation as the employee may experience temporary difficulty fulfilling job responsibilities.
 - (3) Provide reasonable accommodations to ensure the employee's safety. Reasonable accommodations may include, but are not limited to, the following: implementation of safety measures; transfer or reassignment; modified work schedule; change in work telephone number or work-station location; assistance in documenting the violence occurring in the workplace; an implemented safety procedure; or other accommodation approved by the employer.
 - (4) Advise the employee of information concerning the NJ SAFE Act; Family and Medical Leave Act (FMLA); or Family Leave Act (FLA); Temporary Disability Insurance (TDI); or Americans with Disabilities Act (ADA); or other reasonable flexible leave options when an employee, or his or her child, parent, spouse, domestic partner, civil union partner, or other relationships as defined in applicable statutes is a victim of domestic violence.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 9 of 20
Domestic Violence

- (5) Commit to adherence of the provisions of the NJ SAFE Act, including that the employer will not retaliate against, terminate, or discipline any employee for reporting information about incidents of domestic violence, as defined in Policy and Regulation 1581 – Section A., if the victim provides notice to their human resources office of the status or if the human resources office has reason to believe an employee is a victim of domestic violence.
- (6) Advise any employee, who believes he or she has been subjected to adverse action as a result of making a report pursuant to Policy and Regulation 1581 - Section B. of the civil right of action under the NJ SAFE Act:
 - (a) Advise any employee to contact their designated Labor Relations Officer, Conscientious Employees Protection Act (CEPA) Officer, and/or Equal Employment Opportunity Officer in the event they believe the adverse action is a violation of their collective bargaining agreement, the Conscientious Employees Protection Act, or the New Jersey Law Against Discrimination and corresponding policies.
- (7) Employers, their designated HRO, and employees should familiarize themselves with Policy and Regulation 1581. Policy and Regulation 1581 shall be provided to all employees upon Board approval and to all new employees upon hiring.
- (8) Information and resources about domestic violence are encouraged to be placed in visible areas, such as restrooms, cafeterias, breakrooms, and where other resource information is located.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 10 of 20
Domestic Violence

8. Resources

Resources and program information will be readily available to assist victims of domestic violence. These resources should be provided by the designated HRO to any victim of domestic violence at the time of reporting.

9. Distribution of Policy

The Civil Service Commission and the Division of Local Government Services in the Department of Community Affairs shall distribute a Uniform Domestic Violence Policy, and any modifications thereto, to public employers. The Director of the Division of Local Government Services shall release Local Finance Notices setting forth any changes to the Uniform Domestic Violence Policy, as changes occur.

10. Other Applicable Requirements

In addition to Policy and Regulation 1581, the HRO and the public employer's appointing authority, if applicable, must follow all applicable laws, guidelines, standard operating procedures, internal affairs policies, and New Jersey Attorney General directives and guidelines that impose a duty to report. Additionally, to the extent that the procedures set forth in Policy and Regulation 1581 conflict with collective negotiated agreements or with the Family Educational Rights and Privacy Act (FERPA), the provisions of the negotiated agreements and the provisions of FERPA control.

11. Policy Modification and Review

- a. A public employer may seek to modify Policy and Regulation 1581 to create additional protocols to protect victims of domestic violence, but may not modify in a way that reduces or compromises the safeguards and processes set out in the Uniform Domestic Violence Policy.
- b. The Civil Service Commission will review and modify their Uniform Domestic Violence Policy periodically and as needed.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 11 of 20
Domestic Violence

12. Policy Enforceability

The provisions of the Uniform Domestic Violence Policy are intended to be implemented by the Civil Service Commission. These provisions do not create any promises or rights that may be enforced by any persons or entities.

13. Policy Inquiries and Effective Date

Any questions concerning the interpretation or implementation of the Uniform Domestic Violence Policy shall be addressed to the Chair/Chief Executive Officer of the Civil Service Commission, or their designee. The Uniform Domestic Violence Policy and Policy and Regulation 1581 shall be enforceable upon the HRO's completion of training on the Uniform Domestic Violence Policy and Policy and Regulation 1581.

B. NJ SAFE Act – (N.J.S.A. 34:11C-1 et seq.)

1. The New Jersey Security and Financial Empowerment Act, N.J.S.A. 34:11C-1, et seq. (NJ SAFE Act), is a law that provides employment protection for victims of domestic or sexual violence.

2. Definitions (N.J.S.A. 34:11C-2)

The following terms are defined solely for the purpose of N.J.S.A. 34:11C-1 et seq. - NJ SAFE Act:

“Employee” means a person who is employed for at least twelve months by an employer, with respect to whom benefits are sought under the NJ SAFE Act, for not less than 1,000 base hours during the immediately preceding twelve-month period. Any time, up to a maximum of ninety calendar days, during which a person is laid off or furloughed by an employer due to that employer curtailing operations because of a state of emergency declared after October 22, 2012, shall be regarded as time in which the person is employed for the purpose of determining eligibility for leave time under the NJ SAFE Act. In making the determination, the base hours per week during the layoff or furlough shall be deemed to be the same as the average number of hours worked per week during the rest of the twelve-month period.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 12 of 20
Domestic Violence

"Employer" means a person or corporation, partnership, individual proprietorship, joint venture, firm or company, or other similar legal entity which engages the services of an employee and employs twenty-five or more employees for each working day during each of twenty or more calendar work weeks in the then current or immediately preceding calendar year. "Employer" includes the State, any political subdivision thereof, and all public offices, agencies, boards, or bodies.

"State of emergency" means a natural or man-made disaster or emergency for which a state of emergency has been declared by the President of the United States or the Governor, or for which a state of emergency has been declared by a municipal emergency management coordinator.

3. Regulations Relative to Unpaid Leave for Employees and Family Members Affected by Certain Offenses (N.J.S.A. 34:11C-3)

- a. Any employee of an employer in the State of New Jersey who was a victim of an incident of domestic violence as defined in N.J.S.A. 2C:25-19, or a sexually violent offense as defined in N.J.S.A. 30:4-27.26, or whose parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, was a victim shall be entitled to unpaid leave of no more than twenty days in one twelve-month period, to be used in the twelve-month period next following any incident of domestic violence or any sexually violent offense as provided in N.J.S.A. 34:11C-3.

For purposes of N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3., each incident of domestic violence or any sexually violent offense shall constitute a separate offense for which an employee is entitled to unpaid leave, provided that the employee has not exhausted the allotted twenty days for the twelve-month period.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 13 of 20
Domestic Violence

The unpaid leave may be taken intermittently in intervals of no less than one day, as needed for the purpose of engaging in any of the following activities as they relate to the incident of domestic violence or sexually violent offense:

- (1) Seeking medical attention for, or recovering from, physical or psychological injuries caused by domestic or sexual violence to the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship;
- (2) Obtaining services from a victim services organization for the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship;
- (3) Obtaining psychological or other counseling for the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship;



REGULATION GUIDE

ADMINISTRATION
R 1581/page 14 of 20
Domestic Violence

- (4) Participating in safety planning, temporarily or permanently relocating, or taking other actions to increase the safety of the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, from future domestic or sexual violence or to ensure economic security;
- (5) Seeking legal assistance or remedies to ensure the health and safety of the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, including preparing for, or participating in, any civil or criminal legal proceeding related to or derived from domestic or sexual violence; or
- (6) Attending, participating in, or preparing for a criminal or civil court proceeding relating to an incident of domestic or sexual violence of which the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, was a victim.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 15 of 20
Domestic Violence

- b. An eligible employee may elect to use any accrued paid vacation leave, personal leave, or medical or sick leave of the employee, or any family temporary disability leave benefits provided pursuant to N.J.S.A. 43:21-27 during any part of the twenty-day period of unpaid leave provided under N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3.a.

In such case, any paid leave provided by the employer, and accrued pursuant to established policies of the employer, or family temporary disability leave benefits, shall run concurrently with the unpaid leave provided under N.J.S.A. 34:11C-3.a and Regulation 1581 - Section B.3.a. and, accordingly, the employee shall receive pay pursuant to the employer's applicable paid leave policy, or family temporary disability leave benefits, during the period of otherwise unpaid leave. If an employee requests leave for a reason covered by both N.J.S.A. 34:11C-3.a and the "Family Leave Act," N.J.S.A. 34:11B-1 et seq. or the Federal "Family and Medical Leave Act of 1993," 29 U.S.C. § 2601 et seq., the leave shall count simultaneously against the employee's entitlement under each respective law.

Leave granted under N.J.S.A. 34:11C-3 and Regulation 1581 - Section B. shall not conflict with any rights pursuant to the "Family Leave Act," the "Temporary Disability Benefits Law," N.J.S.A. 43:21-25 et al, or the Federal "Family and Medical Leave Act of 1993."

- c. Prior to taking the leave provided for in N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3.a., an employee shall, if the necessity for the leave is foreseeable, provide the employer with written notice of the need for the leave, unless an emergency or other unforeseen circumstance precludes prior notice. The notice shall be provided to the employer as far in advance as is reasonable and practical under the circumstances.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 16 of 20
Domestic Violence

- d. Nothing contained in the NJ SAFE Act (N.J.S.A. 34:11C-1 et seq.) and Regulation 1581 - Section B. shall be construed to prohibit an employer from requiring that a period of leave provided pursuant to N.J.S.A. 34:11C-3 and Regulation 1581 - Section B. be supported by the employee with documentation of the domestic violence or sexually violent offense which is the basis for the leave.

If the employer requires the documentation, the employee shall be regarded as having provided sufficient documentation if the employee provides one or more of the following:

- (1) A domestic violence restraining order or other documentation of equitable relief issued by a court of competent jurisdiction;
- (2) A letter or other written documentation from the county or municipal prosecutor documenting the domestic violence or sexually violent offense;
- (3) Documentation of the conviction of a person for the domestic violence or sexually violent offense;
- (4) Medical documentation of the domestic violence or sexually violent offense;
- (5) Certification from a certified Domestic Violence Specialist or the director of a designated domestic violence agency or Rape Crisis Center, that the employee or employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, is a victim of domestic violence or a sexually violent offense; or



REGULATION GUIDE

ADMINISTRATION
R 1581/page 17 of 20
Domestic Violence

- (6) Other documentation or certification of the domestic violence or sexually violent offense provided by a social worker, member of the clergy, shelter worker, or other professional who has assisted the employee or employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, in dealing with the domestic violence or sexually violent offenses.

For the purpose of N.J.S.A. 34:11C-3.c and Regulation 1581 - Section B.3.d.:

- (1) "Certified Domestic Violence Specialist" means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals;
- (2) "Designated Domestic Violence Agency" means a county-wide organization with a primary purpose to provide services to victims of domestic violence, and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the Division for the express purpose of providing the services.
- (3) "Rape Crisis Center" means an office, institution, or center offering assistance to victims of sexual offenses through crisis intervention, medical and legal information, and follow-up counseling.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 18 of 20
Domestic Violence

- e. An employer shall display conspicuous notice of its employees' rights and obligations pursuant to the provisions of the NJ SAFE Act, in such form and manner as the Commissioner of Labor and Workforce Development shall prescribe, and use other appropriate means to keep its employees so informed.
- f. No provision of N.J.S.A. 34:11C-1 et seq. and Policy and Regulation 1581 – Section B. shall be construed as requiring or permitting an employer to reduce employment benefits provided by the employer or required by a collective bargaining agreement which are in excess of those required by the NJ SAFE Act. Nor shall any provision of N.J.S.A. 34:11C-1 et seq. and Policy and Regulation 1581 – Section B. be construed to prohibit the negotiation and provision through collective bargaining agreements of leave policies or benefit programs which provide benefits in excess of those required by the NJ SAFE Act. N.J.S.A. 34:11C-3.e and Regulation 1581 – Section B.3.f. shall apply irrespective of the date that a collective bargaining agreement takes effect.

Nothing contained in N.J.S.A. 34:11C-1 et seq. and Policy and Regulation 1581 – Section B. shall be construed as permitting an employer to:

- (1) Rescind or reduce any employment benefit accrued prior to the date on which the leave taken pursuant to the NJ SAFE Act commenced; or
- (2) Rescind or reduce any employment benefit, unless the rescission or reduction of the benefit is based on changes that would have occurred if an employee continued to work without taking the leave provided pursuant to Regulation 1581 – Section B.3.a.



REGULATION GUIDE

ADMINISTRATION
R 1581/page 19 of 20
Domestic Violence

- g. All information provided to an employer pursuant to N.J.S.A. 34:11C-3.c and Regulation 1581 – Section B.3.d. above and any information regarding a leave taken pursuant to N.J.S.A. 34:11C-3.c and any failure of an employee to return to work, shall be retained in the strictest confidentiality, unless the disclosure is voluntarily authorized in writing by the employee or is required by a Federal or State law, rule, or regulation.

4. Certain Actions by Employer Prohibited (N.J.S.A. 34:11C-4)

An employer shall not discharge, harass, or otherwise discriminate, retaliate, or threaten to discharge, harass, or otherwise discriminate or retaliate against an employee with respect to the compensation, terms, conditions, or privileges of employment on the basis that the employee took or requested any leave to which the employee was entitled pursuant to N.J.S.A. 34:11C-3 of the NJ SAFE Act and Regulation 1581 – Section B.3. or on the basis that the employee refused to authorize the release of information deemed confidential pursuant to N.J.S.A. 34:11C-3.f and Regulation 1581 – Section B.3.g.

5. Violations; Penalties (N.J.S.A. 34:11C-5)

- a. Upon a violation of any of the provisions of N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3., or N.J.S.A. 34:11C-4 and Regulation 1581 - Section B.4., an employee or former employee may institute a civil action in the Superior Court for relief. All remedies available in common law tort actions shall be available to a prevailing plaintiff. The Court may also order any or all of the following relief:

- (1) An assessment of a civil fine of not less than \$1,000 and not more than \$2,000 for the first violation of any of the provisions of N.J.S.A. 34:11C-3 or N.J.S.A. 34:11C-4 and not more than \$5,000 for each subsequent violation;



REGULATION GUIDE

ADMINISTRATION
R 1581/page 20 of 20
Domestic Violence

- (2) An injunction to restrain the continued violation of any of the provisions of N.J.S.A. 34:11C-3 or N.J.S.A. 34:11C-4;
 - (3) Reinstatement of the employee to the same position or to a position equivalent to that which the employee held prior to unlawful discharge or retaliatory action;
 - (4) Reinstatement of full fringe benefits and seniority rights;
 - (5) Compensation for any lost wages, benefits, and other remuneration;
 - (6) Payment of reasonable costs and attorney's fees.
- b. An action brought under N.J.S.A. 34:11C-5 shall be commenced within one year of the date of the alleged violation.
- c. A private cause of action provided for in N.J.S.A. 34:11C-5 shall be the sole remedy for a violation of N.J.S.A. 34:11C-1 et seq.

Adopted:



POLICY GUIDE

PROGRAM
2422/page 1 of 4
Health and Physical Education
Mar 20
M

[See POLICY ALERT Nos. 102, 139, 161, 172, 208, 217 and 219]

2422 HEALTH AND PHYSICAL EDUCATION

The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Student Learning Standards (NJSLS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The primary focus of the NJSLS is the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

The NJSLS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools. The following statutes incorporated into the NJSLS include, but are not limited to, the following requirements:

1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires regular courses of instruction in accident and fire prevention.
2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires offering instruction on breast self-examination for students in grades seven through twelve.
3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.
4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness by the Commissioner of Education.
5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve.
6. Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.



POLICY GUIDE

PROGRAM
2422/page 2 of 4
Health and Physical Education

7. Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students.
8. Health, Safety, and Physical Education (N.J.S.A. 18A:35-5) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week.
9. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines for each grade Kindergarten through twelve.
10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1 through 5.3) requires the development of Lyme Disease curriculum guidelines and training to all teaching staff members who instruct students with Lyme Disease.
11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve.
12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program by the Commissioner of Education for utilization by school districts.
13. Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.
14. Suicide Prevention (N.J.S.A. 18A:6-111 through 113) requires instruction in suicide prevention in public schools.
15. Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires public high schools and charter schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.



POLICY GUIDE

PROGRAM

2422/page 3 of 4

Health and Physical Education

16. Sexually Explicit Images through Electronic Means (N.J.S.A. 18A:35-4.32 and 4.33) requires instruction, once during middle school, on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means.
17. **History of Disabled and LGBT Persons (N.J.S.A. 18A:35-4.35 and 4.36) requires instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people for middle and high school students.**
18. **Financial Literacy (N.J.S.A. 18A:35-4.34) requires instruction with basic financial literacy necessary for sound financial decision-making in each of the grades six through eight.**
179. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education curriculum any other requirements of the NJSLS in Comprehensive Health and Physical Education.

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

The Board of Education must provide two and one-half hours of health, safety, and physical education courses in each school week, or proportionately less when holidays fall within the week. Recess period(s) shall not be used to meet the requirements of N.J.S.A. 18A:35-5, 7, and 8.

In accordance with N.J.S.A. 18A:35-4.31, the Board of Education shall provide a daily recess period of at least twenty minutes for students in grades Kindergarten through five. A recess period is not required on a school day in which the day is substantially shortened due to a delayed opening or early dismissal. The recess period shall be outdoors, if feasible. A student shall not be denied recess for any reason, except as a consequence of a violation of the school district's Code of



POLICY GUIDE

PROGRAM
2422/page 4 of 4
Health and Physical Education

Student Conduct, including a harassment, intimidation, or bullying (HIB) investigation pursuant to N.J.S.A. 18A:37-13 et seq. Students may not be denied recess more than twice per week for a violation of the Code of Student Conduct or HIB investigation and these students shall be provided restorative justice activities during the recess period. Restorative justice activities are defined as activities designed to improve the socioemotional and behavioral responses of students through the use of more appropriate and less punitive interventions thereby establishing a more supportive and inclusive school culture. The student's recess period should be scheduled in a manner that does not interfere with the implementation of a student's Individualized Education Program (IEP). School staff may deny recess for a student on the advice of a medical professional, school nurse, or the provisions of a student's IEP and/or 504 Plan.

A copy of the NJSLS for Comprehensive Health and Physical Education and all related curriculum/course guides and instructional material shall be available for public inspection in each school.

N.J.S.A. 18A:35-4.31; ~~18A:35-5; 18A:35-7; 18A:35-8~~

Adopted:



POLICY GUIDE

TEACHING-STAFF MEMBERS

3421.13/page 1 of 2

Postnatal Accommodations

Mar 20

[See POLICY ALERT No. 219]

3421.13 POSTNATAL ACCOMMODATIONS

The Board of Education recognizes teaching staff members may be returning to work shortly after their child's birth and may need to express breast milk during the workday. The Patient Protection and Affordable Care Act (PPACA) amended Section 7 of the Federal Fair Labor Standards Act (FLSA) for nursing mothers to be permitted reasonable break times and a private location to express breast milk for their nursing child for one year after the child's birth.

Every employee position in the school district is designated as either "non-exempt" or "exempt" by the provisions of the FLSA. Generally, a teaching staff member entitled to overtime pay is designated as "non-exempt." A teaching staff member that performs duties that are executive, administrative, or professional in nature and not entitled to overtime pay is designated "exempt." The school district administration shall refer to the comprehensive definitions of "exempt" and "non-exempt" as outlined in 29 C.F.R. 541 et seq. in determining an employee's designation.

A Board of Education is required to provide reasonable break times to non-exempt teaching staff members to express breast milk for their nursing child. The non-exempt teaching staff member shall coordinate such breaks with their immediate supervisor. The non-exempt teaching staff member will not receive compensation during this break time unless the break time is during a non-exempt teaching staff member's compensated break time.

A Board of Education is not required under the FLSA to provide such breaks to exempt teaching staff members. However, exempt teaching staff members may take such breaks provided the breaks are coordinated with their immediate supervisor. If this break is taken during the exempt teaching staff member's duty free lunch period or duty free break period during the workday, the exempt teaching staff member will not be reduced in compensation.

The Principal or the nursing mother's immediate supervisor, in consultation with the school nurse, will designate a lactation room that is shielded from view and free from intrusion from co-workers and the public. The location must be functional as a space for expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. If the space is not dedicated to



POLICY GUIDE

TEACHING STAFF MEMBERS

3421.13/page 2 of 2

Postnatal Accommodations

the nursing mother's use, it must be available when needed. A space temporarily converted into a lactation room or made available when needed by a nursing mother is sufficient; however, a bathroom, even if private, is not a permissible location under the FLSA.

All exempt and non-exempt teaching staff members are required to sign-out of work to begin the break to express breast milk and shall sign-in when they return to work after the break. The break shall be for a reasonable amount of time. For compensation purposes, the immediate supervisor shall forward all sign-in and sign-out information relative to break times for nursing mothers under the FLSA to the School Business Administrator/Board Secretary.

Fair Labor Standards Act – 29 U.S.C. 201 et seq.

Patient Protection and Affordable Care Act – P.L. 111-148

N.J.S.A. 26:4C-1 through 26:4C-3

Adopted:



POLICY GUIDE

SUPPORT STAFF MEMBERS

4421.13/page 1 of 2

Postnatal Accommodations

Mar 20

[See POLICY ALERT No. 219]

4421.13 POSTNATAL ACCOMMODATIONS

The Board of Education recognizes support staff members may be returning to work shortly after their child's birth and may need to express breast milk during the workday. The Patient Protection and Affordable Care Act (PPACA) amended Section 7 of the Federal Fair Labor Standards Act (FLSA) for nursing mothers to be permitted reasonable break times and a private location to express breast milk for their nursing child for one year after the child's birth.

Every employee position in the school district is designated as either "non-exempt" or "exempt" by the provisions of the FLSA. Generally, a support staff member entitled to overtime pay is designated as "non-exempt." A support staff member that performs duties that are executive, administrative, or professional in nature and not entitled to overtime pay is designated "exempt." The school district administration shall refer to the comprehensive definitions of "exempt" and "non-exempt" as outlined in 29 C.F.R. 541 et seq. in determining an employee's designation.

A Board of Education is required to provide reasonable break times to non-exempt support staff members to express breast milk for their nursing child. The non-exempt support staff member shall coordinate such breaks with their immediate supervisor. The non-exempt support staff member will not receive compensation during this break time unless the break time is during a non-exempt support staff member's compensated break time.

A Board of Education is not required under the FLSA to provide such breaks to exempt support staff members. However, exempt support staff members may take such breaks provided the breaks are coordinated with their immediate supervisor. If this break is taken during the exempt support staff member's duty free lunch period or duty free break period during the workday, the exempt support staff member will not be reduced in compensation.

The Principal or the nursing mother's immediate supervisor, in consultation with the school nurse, will designate a lactation room that is shielded from view and free from intrusion from co-workers and the public. The location must be functional as a space for expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. If the space is not dedicated to



POLICY GUIDE

SUPPORT STAFF MEMBERS 4421.13/page 2 of 2 Postnatal Accommodations

the nursing mother's use, it must be available when needed. A space temporarily converted into a lactation room or made available when needed by a nursing mother is sufficient; however, a bathroom, even if private, is not a permissible location under the FLSA.

All exempt and non-exempt support staff members are required to sign-out of work to begin the break to express breast milk and shall sign-in when they return to work after the break. The break shall be for a reasonable amount of time. For compensation purposes, the immediate supervisor shall forward all sign-in and sign-out information relative to break times for nursing mothers under the FLSA to the School Business Administrator/Board Secretary.

Fair Labor Standards Act – 29 U.S.C. 201 et seq.
Patient Protection and Affordable Care Act – P.L. 111-148
N.J.S.A. 26:4C-1 through 26:4C-3

Adopted:



POLICY GUIDE

STUDENTS

5330/page 1 of 3

Administration of Medication

Mar 20

M

[See **POLICY ALERT** Nos. 125, 133, 144, 145, 157, 173, 179,
206 and 219]

5330 ADMINISTRATION OF MEDICATION

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of an illness of any student. However, in order for many students with chronic health conditions and disabilities to remain in school, medication may have to be administered during school hours. Parents are encouraged to administer medications to children at home whenever possible as medication should be administered in school only when necessary for the health and safety of students. The Board will permit the administration of medication in school in accordance with applicable law.

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, the student's parent, 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 **and hydrocortisone sodium succinate** in an emergency pursuant to N.J.S.A. 18A:40-12.5, and 12.6, **12.29, and 12.30.**

Self-administration of medication by a student for asthma or other potentially life-threatening illnesses, ~~or~~ a life threatening allergic reaction, **or adrenal insufficiency** is permitted in accordance with the provisions of N.J.S.A. 18A:40-12.3.

~~Medication no longer required must be promptly removed by the parent.~~

The school nurse shall have the primary responsibility for the administration of epinephrine **and hydrocortisone sodium succinate to the student.** However, the ~~certified~~ school nurse may designate, in consultation with the Board or the Superintendent, additional employees of the district who volunteer to be trained in the administration of epinephrine via a pre-filled auto-injector mechanism **and the administration of hydrocortisone sodium succinate** using standardized training protocols established by the New Jersey Department of Education (NJDOE) in consultation with the Department of Health ~~and Senior Services~~ when the school nurse is not physically present at the scene.



POLICY GUIDE

STUDENTS

5330/page 2 of 3

Administration of Medication

In accordance with the provisions of N.J.S.A. 18A:40-12.6.d, no school employee, including a school nurse or any other officer or agent of a Board of Education or a physician **or an advanced practice nurse** providing a prescription under a standing protocol for school epinephrine pursuant to N.J.S.A. 18A:40-12.5 **and/or hydrocortisone sodium succinate pursuant to N.J.S.A. 18A:40-12.29**, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.5 **and N.J.S.A. 18A:40-12.29**, nor shall any action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.6.d **and N.J.S.A. 18A:40-12.33**. Good faith shall not include willful misconduct, gross negligence, or recklessness.

The school nurse or designee shall be promptly available on site at the school and at school-sponsored functions in the event of an allergic reaction **or an emergency requiring the administration of hydrocortisone sodium succinate**. In addition, the parent must be informed that the school district, its employees and agents shall have no liability as a result of any injury arising from the administration of epinephrine **or hydrocortisone sodium succinate** to the student.

The parent of the student must sign a statement acknowledging their understanding the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism **or the administration of hydrocortisone sodium succinate** to the student. ~~and~~ **In addition**, the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism **or the administration of hydrocortisone sodium succinate** to the student.

The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to students for anaphylaxis **and/or the emergency administration of hydrocortisone sodium succinate for adrenal insufficiency** is effective for the school year it is granted and must be renewed for each subsequent school year.



POLICY GUIDE

STUDENTS

5330/page 3 of 3

Administration of Medication

Each school in the district shall have and maintain for the use of students at least one nebulizer in the office of the school nurse or a similar accessible location. Each certified school nurse or other persons authorized to administer asthma medication will receive training in airway management and in the use of nebulizers and inhalers consistent with ~~State Department of Education~~ **NJDOE** regulations. Every student that is authorized to use self-administered asthma medication pursuant to N.J.S.A. 18A:40-12.3 or a nebulizer must have an asthma treatment plan prepared by the student's physician which shall identify, at a minimum, asthma triggers, the treatment plan, and other such elements as required by the State Board of Education.

All student medications shall be appropriately maintained and secured by the school nurse, except those medications to be self-administered by students. In those instances the medication may be retained by the student with the prior knowledge of the school nurse. The school nurse may provide the Principal and other teaching staff members concerned with the student's educational progress with such information about the medication and its administration as may be in the student's best educational interests. The school nurse may report to the school physician any student who appears to be affected adversely by the administration of medication and may recommend to the Principal the student's exclusion pursuant to law.

The school nurse shall document each instance of the administration of medication to a student. Students self-administering medication shall report each incident to a teacher, coach, or other individual designated by the school nurse who is supervising the student during the school activity when the student self-administers. These designated individuals shall report such incidents to the school nurse within twenty-four hours of the self-administration of medication. The school nurse shall preserve records and documentation regarding the self-administration of medication in the student's health file.

N.J.S.A. 18A:6-1.1; 18A:40-3.1; 18A:40-6; 18A:40-7; 18A:40-12.3;
18A:40-12.4; 18A:40-12.5; 18A:40-12.6; 18A:40-12.7;
18A:40-12.8; **18A:40-12.29 through 12.33**

N.J.S.A. 45:11-23

N.J.A.C. 6A:16-2.3(b)

Adopted:



REGULATION GUIDE

STUDENTS

R 5330/page 1 of 17

Administration of Medication

Mar 20

M

[See **POLICY ALERT** Nos. 125, 133, 144, 145, 157, 173, 179,
206, 209 and 219]

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, **or adrenal insufficiency**.
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 New Jersey Department of Education (NJDOE).
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:9B-7.6.



REGULATION GUIDE

STUDENTS

R 5330/page 2 of 17

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 a current ~~certification~~ **license** 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 or school nurse/non-instructional from the Department of Education pursuant to N.J.A.C. 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 ~~sponsored events~~ **functions** 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 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;



REGULATION GUIDE

STUDENTS

R 5330/page 3 of 17

Administration of Medication

- 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 Superintendent or designee** prior to any administration of medication or delivery of the medication to the school. The **Principal Superintendent or designee** 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 Superintendent or designee** and given to the school nurse and the student's parent.
- b. The parent will be informed of ~~the~~ a reason for a denied request; ~~a denied request may be appealed to the Superintendent.~~

C. Administration of Epinephrine to Students

1. **In accordance with N.J.S.A. 18A:40-12.5,** ~~t~~The parent may provide the Superintendent or designee 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 or designee 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;~~



REGULATION GUIDE

STUDENTS

R 5330/page 4 of 17

Administration of Medication

- b. **The parent of the student provides the Superintendent or designee with written orders from the physician or an advanced practice nurse that the student requires the administration of epinephrine for anaphylaxis;**
- ~~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 is informed in writing by the Board of Education or Superintendent or designee 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 signs 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;**



REGULATION GUIDE

STUDENTS

R 5330/page 5 of 17

Administration of Medication

f. The Superintendent or designee requires:

~~f. (1) The school nurse shall be responsible for~~ **The** placement of the student's prescribed epinephrine **to be** 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-sponsored 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. (2) The school nurse or trained designee shall to be~~ promptly available on site at the school and school-sponsored functions in the event of an allergic reaction-; **and**

~~h. (3) 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.

g. The Superintendent or designee shall also:

~~i. (1) In accordance with the provisions of N.J.S.A. 18A:40-12.5.f, Permit~~ the school nurse or a designated employee trained **designee** 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 in Regulation 5330 – Section C.1.a., b., and d. and has not received the notice required in Regulation 5330 – Section C.1.c. when the school nurse or trained designee in good faith believes the student is having an anaphylactic reaction-; and~~



REGULATION GUIDE

STUDENTS

R 5330/page 6 of 17

Administration of Medication

- j. (2) **Require** ~~e~~Each school in the district to ~~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 **or advanced practice nurse**, and ~~that~~ is accessible to the school nurse and trained designees for administration to a student having an anaphylactic reaction.
2. **In accordance with N.J.S.A. 18A:40-12.6, the school nurse shall have the primary responsibility for the administration of the epinephrine. The school nurse shall designate, in consultation with the Board of Education, additional employees of the school district who volunteer to administer epinephrine via a pre-filled auto-injector mechanism to a student for anaphylaxis when the nurse is not physically present at the scene. In the event that a licensed athletic trainer volunteers to administer epinephrine, it shall not constitute a violation of the "Athletic Training Licensure Act," P.L.1984, c.203 (C.45:9-37.35 et seq.).**
- a. **The school nurse shall determine that:**
- (1) **The designees have been properly trained in the administration of the epinephrine via a pre-filled auto-injector mechanism using standardized training protocols established by the NJDOE in consultation with the Department of Health;**
 - (2) **The parent of the student consented in writing to the administration of the epinephrine via a pre-filled auto-injector mechanism by the designees;**
 - (3) **The Board or Superintendent or designee has informed the parent of the student in writing that the district and its employees or agents shall have no liability as a result of any injury arising from the administration of the epinephrine to the student;**



REGULATION GUIDE

STUDENTS

R 5330/page 7 of 17

Administration of Medication

- (4) The parent of the student signed a statement acknowledging their understanding the district shall have no liability as a result of any injury arising from the administration of the 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 the epinephrine via a pre-filled auto-injector mechanism to the student; and
 - (5) The permission is effective for the school year for which it is granted and is renewed for each subsequent school year upon fulfillment of the requirements in subsections 2.a.(1) through 2.a.(4) above.
3. The NJDOE, in consultation with the Department of Health, shall require trained designees for students enrolled in a school who may require the emergency administration of epinephrine for anaphylaxis when the school nurse is not available.
4. Nothing in N.J.S.A. 18A:40-12.6 and Regulation 5330 – Section C. shall be construed to prohibit the emergency administration of epinephrine via a pre-filled auto-injector mechanism to a student for anaphylaxis by the school nurse or other employees designated pursuant to N.J.S.A. 18A:40-12.3(a)(1) 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 medication, or when the epinephrine is administered pursuant to N.J.S.A. 18A:40-12.5.f.



REGULATION GUIDE

STUDENTS

R 5330/page 8 of 17

Administration of Medication

5. The certified school nurse, in consultation with the Superintendent or designee, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building as deemed necessary by the nursing services plan, in accordance with N.J.S.A. 18A:40-12.6c(b).
6. No school employee, including a school nurse, or any other officer or agent of a Board of Education, or a physician or an advanced practice nurse providing a prescription under a standing protocol for school epinephrine pursuant to N.J.S.A. 18A:40-12.5.f and Regulation 5330 – Section C.1.g., shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.5 et seq., nor shall an action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.6. Good faith shall not include willful misconduct, gross negligence, or recklessness.

D. Administration of Hydrocortisone Sodium Succinate to Students

1. In accordance with the provisions of N.J.S.A. 18A:40-12.29, the Board will permit the emergency administration of hydrocortisone sodium succinate through appropriate delivery devices and equipment to a student for adrenal insufficiency provided that:
 - a. The parent of the student provides the Superintendent or designee a written authorization for the administration of hydrocortisone sodium succinate;
 - b. The parent of the student provides the Superintendent or designee written orders from the physician or an advanced practice nurse that the student requires the administration of hydrocortisone sodium succinate for adrenal insufficiency;
 - c. The Superintendent or designee informs the parent of the student in writing that the school district and its employees or agents shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate;



REGULATION GUIDE

STUDENTS

R 5330/page 9 of 17

Administration of Medication

- d. The parent of the student signs a statement acknowledging their understanding that the district shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student and that the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of hydrocortisone sodium succinate to the student; and
- e. The permission for the administration of hydrocortisone sodium succinate is effective for the school year for which 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.

2. In accordance with the provisions of N.J.S.A. 18A:40-12.29.b:

- a. The placement of the student's prescribed hydrocortisone sodium succinate shall be in a secure, but unlocked location easily accessible by the school nurse and trained designees to ensure prompt availability in the event of emergency situations at school or at a school-sponsored function. The location of the prescribed hydrocortisone sodium succinate shall be indicated on the student's emergency care plan. Back-up hydrocortisone sodium succinate, provided by the student's parent, shall also be available at the school if needed;
- b. The school nurse or trained designee shall be promptly available on site at the school and school-sponsored functions in the event of an emergency; and
- c. The student shall be transported to a hospital emergency room by emergency services personnel after the administration of hydrocortisone sodium succinate, even if the student's symptoms appear to have resolved.



REGULATION GUIDE

STUDENTS

R 5330/page 10 of 17

Administration of Medication

3. In accordance with N.J.S.A. 18A:40-12.30, the school nurse has the primary responsibility for the administration of hydrocortisone sodium succinate.

The school nurse shall designate, in consultation with the Superintendent or designee, additional employees of the school district who volunteer to administer hydrocortisone sodium succinate to a student when the school nurse is not physically present at the scene.

In the event that a licensed athletic trainer volunteers to administer hydrocortisone sodium succinate, it shall not constitute a violation of the "Athletic Training Licensure Act" - N.J.S.A. 45:9-37.35 et seq.

The school nurse shall determine that:

- a. The designees have been properly trained in the administration of hydrocortisone sodium succinate using standardized training protocols established by the NJDOE in consultation with the Department of Health;
- b. The parent of the student consented in writing to the administration of hydrocortisone sodium succinate by the designee(s);
- c. The Superintendent or designee has informed the parent of the student in writing that the district and its employees or agents shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student;
- d. The parent of the student signed a statement acknowledging their understanding that the district shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student and that the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of hydrocortisone sodium succinate to the student; and



REGULATION GUIDE

STUDENTS

R 5330/page 11 of 17

Administration of Medication

- e. The permission is effective for the school year for which it is granted and is renewed for each subsequent school year upon fulfillment of the requirements in N.J.S.A. 18A:40-12.30 and D.3.a through d above.
4. Nothing in N.J.S.A. 18A:40-12.30 and D.3. above shall be construed to prohibit the emergency administration of hydrocortisone sodium succinate to a student for adrenal insufficiency by the school nurse or other employees designated pursuant to N.J.S.A. 18A:40-12.30 and D.3. above when the student is authorized to self-administer hydrocortisone sodium succinate pursuant to N.J.S.A. 18A:40-12.3.
5. The certified school nurse, in consultation with the Superintendent or designee, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building as deemed necessary by the nursing services plan, in accordance with N.J.S.A. 18A:40-12.32(b).
6. No school employee, including a school nurse, or any other officer or agent of a Board of Education shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.29 et al., nor shall an action before the New Jersey State Board of Nursing lie against a school nurse for any action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.30. Good faith shall not include willful misconduct, gross negligence, or recklessness, in accordance with N.J.S.A. 18A:40-12.33.

DE. Permission for Self-Administration of Medication

In accordance with N.J.S.A. 18A:40-12.3, the Board shall permit the ~~Permission for self-administration of medication of by a student with for~~ asthma, or other potentially life-threatening illnesses, ~~or a life-threatening allergic reaction, or adrenal insufficiency may be granted under the~~ following conditions provided that:

1. The pParent of the student ~~must~~ provides the Board or Superintendent or designee written authorization for the self-administration of medication;



REGULATION GUIDE

STUDENTS

R 5330/page 12 of 17

Administration of Medication

2. The parent of the student ~~must also~~ provides the Board or **Superintendent or designee** 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, **or has adrenal insufficiency** 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, **if applicable**;
 - 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.
3. **The Board or the Superintendent or designee informs the parent of the student in writing that the district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student;**
34. The parent of the student ~~have signed~~s 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;



REGULATION GUIDE

STUDENTS

R 5330/page 13 of 17

Administration of Medication

45. The parent's written authorization and the physician's written certification ~~shall be~~ is 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 a reason for a denied request; ~~a denied request may be appealed to the Superintendent.~~
56. Permission to self-administer one medication shall not be construed as permission to self-administer other medication; and
67. 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 E.1. through E.46. above.

EF. 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.
 - 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.



REGULATION GUIDE

STUDENTS

R 5330/page 14 of 17

Administration of Medication

- 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; **or** other potentially life threatening illnesses, or a life-threatening allergic reaction, **or adrenal insufficiency**, 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 **or designee** 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.
 - 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, **or prescribed medication for adrenal insufficiency**, at all times, provided the student does not endanger himself/herself or other persons through misuse.



REGULATION GUIDE

STUDENTS

R 5330/page 15 of 17
Administration of Medication

FG. Administration of Medication

1. No medication shall be administered to or taken by a student in school or at a school-sponsored ~~event~~ **function** except as permitted by Board Policy 5330 and this ~~R~~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 and to administer hydrocortisone sodium succinate in an emergency pursuant to N.J.S.A. 18A:40-12.29 and 12.30.
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~~ **function** 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~~ **function**.

GH. Emergencies



REGULATION GUIDE

STUDENTS

R 5330/page 16 of 17

Administration of Medication

1. Any medical emergency requiring medication of students will be handled in accordance with Policy 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) **and after the administration of hydrocortisone sodium succinate in accordance with N.J.S.A. 18A:40-12.29.b.(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.~~

III. 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



REGULATION GUIDE

STUDENTS

R 5330/page 17 of 17

Administration of Medication

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.

IJ. 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:



POLICY GUIDE

PROPERTY
7243/page 1 of 2
Supervision of Construction
Mar 20
M

[See POLICY ALERT No. 219]

7243 SUPERVISION OF CONSTRUCTION

School Business Admin./Board Secretary

The Board of Education directs that the _____ be responsible for the supervision of all building construction in this school district. Supervision shall include field inspection of the construction contractor's operations, administrative review of the activities of the architect relating to the construction, and any other construction matters relating to the interests of the school district.

The ~~Superintendent~~ shall report periodically to the Board on the progress of that by his/her personal knowledge the work of the construction contractor(s) and the architect is being performed in accordance with the plans, specifications, and contracts approved by the Board.

The Board shall not employ for pay or contract for the paid services of any 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 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.

The Superintendent shall direct the School Business Administrator/Board Secretary or designee to act as liaison to all construction contractors for school facility and construction projects to obtain a list of the individuals who will have regular contact with students and will be employed by or working for the contractor on a school district project that will be undergoing a criminal history record check pursuant to the requirements of N.J.S.A. 18A:6-7.1 et seq. The liaison shall provide the list of those contracted employees to the Superintendent or designee and the Human Resources Director. The Superintendent or designee and the Human Resources Director who receive any adverse action correspondence from the New Jersey Department of Education (NJDOE) related to the criminal history record check process shall review the contracted company list in order to determine if the subject of that correspondence is either a school employee or an employee of any contract service provider and take



POLICY GUIDE

PROPERTY
7243/page 2 of 2
Supervision of Construction

appropriate action. No employee of a contracted service provider shall commence work at a school facility without having first obtained an approval for employment from the NJDOE. Approvals for employment of these contracted employees shall be maintained with the liaison and copies forwarded to the Superintendent's office.

A change order involving additional cost will be submitted to by the _____ for Board for review and approval.

[Optional]

A change order not involving monetary considerations may be acted upon solely by the architect and reported to the Board.]

Upon completion of a building project and a final inspection of all its aspects by the architect, contractors, and school officials, a recommendation for acceptance shall be made to the Board by the Architect.

N.J.S.A. 18A:6-7.1 et seq.; 18A:18A-16; 18A:18A-43; 18A:18A-44
N.J.S.A. 18A:54-30 [vocational districts]

Adopted:



POLICY GUIDE

OPERATIONS
8210/page 1 of 2
School Year
Mar 20

[See POLICY ALERT Nos. 168, 175 and 219]

8210 SCHOOL YEAR

The Board of Education recognizes that the preparation of a school calendar is essential to orderly educational planning and to the efficient operation of the school district.

The Board shall ~~determine~~ annually **approve** the days when the schools will be in session for instructional purposes. The school calendar will provide no fewer than **one hundred eighty** ~~_____ (one hundred eighty or more)~~ days of instruction **in accordance with N.J.S.A. 18A:7F-9**. Days on which school is closed for holidays, teachers' institutes, and inclement weather shall not be considered as days in session.

A half-day class or shortened school day shall be considered the equivalent of a full day only if school is in session for four or more hours, exclusive of recess periods or lunch periods.

A school day shall consist of not less than four hours, ~~of actual instruction, except that in an approved Kindergarten, one continuous session of two and one-half hours may be considered a full day for Kindergarten in accordance with N.J.A.C. 6A:32-8.3(b). A half-day class shall be considered the equivalent of a full day's attendance only if the class is in session for four hours or more, exclusive of recess periods or lunch periods.~~

[Optional for Districts Operating a Kindergarten Program]

An approved Kindergarten shall meet the requirements set forth in N.J.A.C. 6A:32-8.3(c).]

The Commissioner of Education shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis. Staff members shall avoid, whenever possible, scheduling a test on a religious holiday commonly observed by residents of the district.



POLICY GUIDE

OPERATIONS
8210/page 2 of 2
School Year

The Superintendent shall

Optional

[in consultation with ~~the appropriate staff & the sending~~
~~district's administration~~
annually prepare and submit to the Board a school calendar for the next school year no later than May 1 _____ (date). The Board reserves the right to alter the school calendar when: such alteration is feasible and serves the best interests of the students of this district; **the number of school closings during the school year extend the school year past a reasonable closing date in June; there is an extended school closing during the school year due to an unforeseen circumstance; and/or due to any reason deemed in the best interest of students.**

N.J.S.A. 18A:25-3; 18A:36-2; 18A:36-16
N.J.S.A. 18A:54-25 [vocational districts]
N.J.A.C. 6A:32-8.3

Adopted:



POLICY GUIDE

OPERATIONS
8220/page 1 of 1
School Day
Mar 20
M

[See POLICY ALERT No. 219]

8220 SCHOOL DAY

The Board of Education shall **annually approve** ~~determine~~ the times that school(s) will be in session for ~~the purpose of providing adequate time for students to profit from the educational program of the district, including the starting and ending time of a shortened day.~~ A school day shall be in accordance with N.J.A.C. 6A:32-8.3.

The schools of the district will be in session for students on those days **specified and times recommended by the Superintendent and annually approved** by the Board and ~~at the following times:~~

Grades: _____ Time in Session: _____

_____	_____
_____	_____
_____	_____

The Superintendent may close the schools, delay the opening of school, or dismiss school early when such alteration in the regular session is required for the protection of the health and safety of students and staff members **or other good cause.** A shortened school day, whether it is **planned or emergent (as in the case of inclement weather), must meet certain requirements in order to count toward the one hundred eighty day requirement of N.J.S.A. 18A:7F-9.**

The Superintendent shall inform the Board President of any such alteration as soon as possible and shall prepare rules for the proper and timely notification of concerned persons in the event of any **delayed opening or emergency school closing of the schools.**

~~Students shall regularly be permitted to enter school _____ minutes before the start of class and, during inclement weather, shall be permitted to enter school _____ minutes before the start of class.~~

N.J.A.C. 6A:32-8.3

Adopted: _____



REGULATION GUIDE

OPERATIONS
R 8220/page 1 of 6
School Closings
Mar 20

[See POLICY ALERT No. 219]

R 8220 SCHOOL CLOSINGS

The following procedures will govern the unscheduled closing of school for the entire school day, the delayed opening of school, and the early closing of school. No single set of rules can anticipate the problems that may be encountered when schools must be closed, and Building Principals may be required to exercise independent judgment in individual circumstances. Any consequent deviation from these rules ~~shall~~ **should** be ~~reported~~ **approved** promptly ~~to~~ **by** the Superintendent.

A. Notification Provisions

1. ~~The Superintendent or designee shall notify Notice to media outlets and/or activate an emergency call system when a decision is made for an unscheduled closing of school for the entire school day, the delayed opening of school, or the early closing of school television and radio stations shall be by telephone call, with appropriate code, to the following stations. The media outlets may include, but not be limited to, radio, television stations, and internet websites as listed below:~~

~~Television and/or Radio Station~~

2. ~~Parent(s) or legal guardian(s) will be notified at the beginning of each school year that they will be notified of an emergency school closing day by means of announcements over the media outlets radio stations listed above. The notice will include the call numbers of each station, its location on the AM or FM band, and the time(s) at which the announcement will be carried. Parent(s) or legal guardian(s) will be cautioned not to attempt to telephone the radio station.~~



REGULATION GUIDE

OPERATIONS
R 8220/page 2 of 6
School Closings

3. ~~The Principal of each school building will, in cooperation with the _____ (list appropriate organization of parents or volunteers), prepare an emergency call chain for the prompt notification of parent(s) or legal guardian(s) that children will be sent home early.~~
 - a. ~~The parent call chain will list the telephone number of the parent or legal guardian of each child in the school. The chain will be reviewed and updated annually. Each parent(s) or legal guardian(s) is responsible for supplying his/her telephone number or other information that will permit the notification of a person responsible for the child.~~
 - b. ~~A copy of the complete parent call chain will be maintained by the Principal and will be kept as a confidential document. An additional copy will be kept in the office of the Superintendent.~~
 - c. ~~Portions of the parent call chain will be released to volunteer callers as necessary for the integrity and efficient operation of the call chain process.~~
4. ~~The Principal of each school building shall prepare an emergency call chain for the prompt notification of all teaching staff members and support staff members who regularly report to that school.~~
 - a. ~~The staff call chain will be reviewed and updated annually. Each staff member is responsible for supplying the telephone number at which he/she can be reached for notification of the closing or delayed opening of school.~~
 - b. ~~A copy of the complete staff call chain will be maintained by the Principal and will be kept as a confidential document.~~
 - c. ~~Portions of the staff call chain will be released to staff members as necessary for the integrity and efficient operation of the call chain process.~~
5. ~~The _____ will prepare and administer a staff call chain for central office employees.~~



REGULATION GUIDE

OPERATIONS
R 8220/page 3 of 6
School Closings

6. ~~The _____ will prepare and administer a staff call chain for _____ employees.~~
7. ~~Each staff call chain should be so organized as to ensure that the first called are those staff members who live farthest from the school, office, or facility to which they regularly report.~~

B. All Day Closing

1. The decision to close schools for the day will be made in accordance with Policy No. 8220 and ~~no later than _____ a.m.~~ As soon as the decision is made, the **Superintendent or designee _____** will promptly notify:
 - a. ~~Television and radio stations (see paragraph A1)~~ **The media outlets identified in A.1. above;**
 - b. **All Building Principals; school staff members;**
 - c. ~~The Director of Transportation (or transportation contractor);~~
 - d. _____ ~~(other individuals or offices to be notified);~~
 - ec. _____ **(private schools to which transportation is provided for district children); ; and**
 - fd. **Manasquan** **Police Departments; (municipalities that are affected by decision or that provide school crossing guards);**
 - e. **Board of Education President; and**
 - f. **Any other individuals or organizations the Superintendent or designee determines the need to be notified.**
2. ~~Each Building Principal and other person responsible for a call chain will promptly institute the process of notifying staff members of the closing by means of the staff call chain. Every effort should be made to notify staff members as soon as practicable.~~



REGULATION GUIDE

OPERATIONS
R 8220/page 4 of 6
School Closings

3. ~~In the event a staff member cannot be reached by telephone, the caller will report that fact to the Building Principal or other person responsible for the call chain.~~

42. **Notwithstanding a provision in a collective bargaining agreement, if applicable, u**Unless the Superintendent determines otherwise, school office personnel and custodial personnel are expected to report for work on an emergency closed day. ~~It is the intention of this rule that all school offices be uniformly closed or open on a day when the schools are closed for emergency.~~

C. Delayed Opening

1. ~~When circumstances are such as to require the late opening of school, the school day will ordinarily be delayed by two hours. All beginning schedules will be in effect, modified only by the two hour delay.~~

21. The decision to delay the opening of school will be made as soon as practicable. Notice of the delayed opening will be given in accordance with B. above.

32. **Notwithstanding a provision in a collective bargaining agreement, u**Unless the Superintendent determines otherwise, school office personnel and custodial personnel are expected to report to work on time **if the opening of school is delayed.**

43. If weather conditions **change** ~~deteriorate~~ after a delayed opening has been announced, the Superintendent may decide to close schools for the day. This decision will be made as soon as practicable. Notice of the closing of schools for the day will be given in accordance with B.1. above.

54. The Principal of each school will modify the school's schedule to accommodate the shorter day. ~~Morning schedules may be canceled.~~ After-school and athletic events may be canceled.

6. ~~Lunch will be served as usual, but may be delayed.~~



REGULATION GUIDE

OPERATIONS
R 8220/page 5 of 6
School Closings

D. Early Dismissal

1. **The A decision by the Superintendent or designee to close school early will be promptly relayed to the media outlets, school staff members, and the people or organizations listed in B.1. above:**
 - a. ~~Building Principals in the affected schools;~~
 - b. ~~The Director of Transportation (or transportation contractor);~~
 - c. ~~_____ (other individuals or offices to be notified);~~
 - d. ~~_____ (private schools to which transportation is provided for district children); and~~
 - e. ~~_____ Police Departments (municipalities that are affected by decision or that provide school crossing guards).~~
2. Building Principals in the affected schools will promptly notify all **school** staff members of the early closing, using appropriate building procedures.
3. **Parents~~(s)~~ or legal guardian~~(s)~~ may** will be notified of an early dismissal through **by an emergency call system, district or school website, a telephone communication chain, or any other method or process deemed appropriate** ~~the emergency parent call chain. Each caller will report to a person designated by the Principal the names of any parent~~(s)~~ or legal guardian~~(s)~~ who cannot be reached by telephone.~~
4. ~~Buses may be loaded as soon as they arrive at the school and may depart as soon as all students assigned to the bus have boarded.~~
54. A parent~~(s)~~ or legal guardian~~(s)~~ may come to the school and sign out his/her child at any time after the decision to close early has been made. Any removal of a child must be in strict accordance with Policy and Regulation 5230 regarding the person(s) to whom a child may be released.



REGULATION GUIDE

OPERATIONS
R 8220/page 6 of 6
School Closings

65. The Principal ~~may will~~ designate a safe and secure location in the school building to which may be assigned students whose parent or temporary caretaker could not be reached by telephone or other means **or the student was unable to be released from school early for good reason.**
- a. A teaching staff member will be assigned to supervise the students who remain in the school.
 - b. ~~Students who have remained in the school will be released at the time school regularly closes, by whatever means of transportation they would have taken were the school not closed early.~~
 - e. ~~The Principal may arrange for a late bus or transportation by private vehicle for students retained at the school.~~

Issued:



POLICY GUIDE

OPERATIONS

8462/page 1 of 3

Reporting Potentially Missing or Abused Children

Mar 20

M

[See **POLICY ALERT** Nos. 94, 97, 100, 106, 133, 169, 180,
203, 208, 215 and 219]

8462 REPORTING POTENTIALLY MISSING OR ABUSED CHILDREN

The Board of Education recognizes early detection of missing, abused, or neglected children is important in protecting the health, safety, and welfare of all children. In recognition of the importance of early detection of missing, abused, or neglected children, the Board of Education adopts this Policy pursuant to the requirements of N.J.S.A. 18A:36-24 and 18A:36-25. The Board provides this Policy for its employees, volunteers, or interns for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities pursuant to N.J.S.A. 18A:36-24 and 18A:36-25 et seq., N.J.A.C. 6A:16-11.1, N.J.S.A. 9:6-8.10, and N.J.A.C. 6A:22-4.1(d).

Employees, volunteers, or interns working in the school district shall immediately notify designated child welfare authorities of incidents of alleged missing, abused, and/or neglected children. Reports of incidents of alleged missing, abused, or neglected children shall be reported to the New Jersey State Central Registry (SCR) at 1-877 NJ ABUSE or to any other telephone number designated by the appropriate child welfare authorities. If the child is in immediate danger a call shall be placed to 911 as well as to the SCR.

The school district shall prominently display information about the Department of Children and Families' State Central Registry, a toll-free hotline for reporting child abuse, in each school of the district. The information shall give instructions to call 911 for emergencies and shall include directions for accessing the Department of Children and Families' website or social media platforms for more information on reporting abuse, neglect, and exploitation.

The information shall be in a format and language that is clear, simple, and understandable. The information shall be on a poster and displayed at each school in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students, pursuant to N.J.S.A. 18A:33.28.



POLICY GUIDE

OPERATIONS

8462/page 2 of 3

Reporting Potentially Missing or Abused Children

The person having reason to believe that a child may be missing or may have been abused or neglected may inform the Principal or other designated school official(s) prior to notifying designated child welfare authorities if the action will not delay immediate notification. The person notifying designated child welfare authorities shall inform the Principal or other designated school official(s) of the notification, if such had not occurred prior to the notification. Notice to the Principal or other designated school official(s) need not be given when the person believes that such notice would likely endanger the reporter or student involved or when the person believes that such disclosure would likely result in retaliation against the student or in discrimination against the reporter with respect to his or her employment.

The Principal or other designated school official(s) upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities. Notification to appropriate law enforcement authorities shall be made for all reports by employees, volunteers, or interns working in the school district. Confirmation by another person is not required for a school district employee, volunteer, or intern to report the suspected missing, abused, or neglected child situation.

School district officials will cooperate with designated child welfare and law enforcement authorities in all investigations of potentially missing, abused, or neglected children in accordance with the provisions of N.J.A.C. 6A:16-11.1(a)5.

The district designates Director of School Counseling Services as the school district's liaison to designated child welfare authorities to act as the primary contact person between the school district and child welfare authorities with regard to general information sharing and the development of mutual training and other cooperative efforts. The district designates the Superintendent or designee as the school district's liaison to law enforcement authorities to act as the primary contact person between the school district and law enforcement authorities, pursuant to N.J.A.C. 6A:16-6.2(b)1, consistent with the Memorandum of Agreement, pursuant to N.J.A.C. 6A:16-6.2(b)13.

An employee, volunteer, or intern working in the school district who has been named as a suspect in a notification to child welfare and law enforcement authorities regarding a missing, abused, or neglected child situation shall be entitled to due process rights, including those rights defined in N.J.A.C. 6A:16-11.1(a)9.



POLICY GUIDE

OPERATIONS

8462/page 3 of 3

Reporting Potentially Missing or Abused Children

The Superintendent or designee shall provide training to school district employees, volunteers, or interns on the district's policy and procedures for reporting allegations of missing, abused, or neglected child situations. All new school district employees, volunteers, or interns working in the district shall receive the required information and training as part of their orientation.

There shall be no reprisal or retaliation against any person who, in good faith, reports or causes a report to be made of a potentially missing, abused, or neglected child situation pursuant to N.J.S.A. 9:6-8.13.

N.J.S.A. 18A:33-28; 18A:36-24; 18A:36-25 et seq.
N.J.A.C. 6A:16-11.1

Adopted:



REGULATION

**Manasquan
School District**

Section: Property

7510. USE OF SCHOOL FACILITIES/FIELDS

Date Created: June 2011

Date Edited: December 2018

7510. USE OF SCHOOL FACILITIES/FIELDS

A. Classification of Users

Organizations and individuals using school facilities/fields will be classified as Class I, II, or III users as follows:

1. Class I users will be given priority for the use of school facilities/fields over other users and may use school district facilities/fields without payment of a use fee or charge for custodial and service (fuel, water, and electricity) costs. Class I users include the following organizations and individuals:
 - a. Users and groups directly related to the school and the operations of the school.
 - b. Users and organizations indirectly related to the school.
2. Class II users will be given priority for the use of school facilities/fields over Class III users and may use school district facilities/fields without payment of a use fee but will be charged custodial and service costs. Class II users include the following organizations and individuals:
 - a. Department or agencies of the municipal government.
 - b. Other governmental agencies.

- c. Community organizations formed for charitable, civic, or educational purposes.
- 3. Class III users will be given lowest priority for the use of school facilities/fields and may use school district facilities/fields only on payment of a use fee and charges for custodial and service costs. Class III users include the following organizations and individuals:
 - a. Other organizations/agencies at the discretion of the Superintendent or Business Administrator.
- 4. No other organizations or individuals will be permitted to use school facilities/fields.

B. Application Procedures

- 1. Application must be made in writing and on the form supplied by the school district. The form is available in the office of the Business Administrator.
- 2. Application for use of school facilities/fields must be submitted to the Business Administrator not less than a week before the date of the requested use.
- 3. The application must be signed by an adult representative of the requesting organization, who will be considered by the Board to be the agent of the organization.
- 4. The application must include all the facilities/fields that the applicant wishes to use and all the dates and times of the requested use. Approval of any application is

limited to the facilities/fields, dates, and times expressly requested on the application. Approval does not include the privilege of additional rehearsal time or the use of rooms or buildings not expressly requested.

5. The application must include all the equipment and supplies that the applicant wishes to include in the use, pursuant to Policy No. 7520, Loan of School Equipment.

C. Approval

1. The Business Administrator will review each application and check the school calendar to determine whether the facility/field requested is available at the date and time requested, that is, the facility/field has not been scheduled
 - a. For use in the instructional or co-curricular program,
 - b. For maintenance, repair, or capital improvement, or
 - c. For use by another organization.
2. If the facility/field is not available for use, the Business Administrator will so inform the representative of the organization and may suggest alternative dates, times, or facilities.
3. If the facility/field is available for use and the applicant meets the standards set by Policy No. 7510 and these regulations, the Business Administrator will note his/her approval on the application form and will record the classification of the applicant

organization and forward the application to the appropriate schools for final approval.

4. Standards for approval include the following limitations on use:
 - a. School facilities/fields are available for use only on weekdays and limited weekends. School facilities/fields are not available for use on school holidays.
 - b. School facilities/fields are available for use only after school has ended and no later than 9:30 p.m. except for students.
 - c. The use of school facilities/fields will generally not be granted for observances or celebrations that are essentially private in nature or for meetings of small groups that can conveniently convene in private homes.
 - d. In accordance with Policy No. 7510, the use of school facilities/fields will not be granted for partisan political activity, or any purpose that is prohibited by law.
5. The Business Administrator will determine the classification (I, II, or III) of the applicant organization and the fees and costs, if any, to be charged for the use of the facility/field. That information will be entered on the application form.
6. In the event of a conflict between requesting organizations within the same class, the request received earlier by the district will be honored first.
7. A copy of each approved or disapproved application will be distributed to the representative who signed the application form.

8. The application form will include the rules governing the use of school facilities/fields, and the representative's signature on the application will signify notice of those rules and the organization's agreement to be bound by those rules.
9. The Board reserves the right to deny an application and to withdraw permission to use school facilities/fields after approval has been granted and after the use has commenced. Permission may specifically be withdrawn from any organization whose representative has willfully made misrepresentation on the application or whose members violate the rules established for the use of school facilities/fields. Such withdrawal of permission may constitute grounds for denying a future application made by the organization.
10. Permission to use school facilities/fields is not transferable.
11. The organization representative must inform the Business Administrator of any canceled use request as soon as he/she is aware of the cancellation. An organization's failure to inform the Business Administrator of a canceled use at least five working days in advance of the scheduled time of the use may result in imposition of service charges.
12. Permission to use a school facility/field is automatically withdrawn on a day when the facility/field is closed for inclement weather, work stoppage, or other emergency.

D. Insurance and Indemnification

1. The representative of an organization granted permission to use a school facility/field must assume responsibility for the orderly and careful use of the facility/field and must agree to assume liability for any damage or loss of property caused by the use or in the course of the use.

2. The organization and/or its representative will hold the Board of Education harmless from claims arising out of the permitted use of the school facility/field or during the user's occupancy. In addition, the user shall agree to save the Board harmless from liability for injury or damage to any person or property of any person who may be attending or participating in the function or activity for which permission has been granted.
3. The user shall furnish evidence of the purchase of Commercial General Liability in the amount of

Each Occurrence Limit:	\$1,000,000
Aggregate Limit:	\$2,000,000
Products/Completed Operations Aggregate:	\$1,000,000
Personal and Advertising Injury Limit:	\$1,000,000
Fire Legal Limit:	\$50,000 any one fire
Medical Payments:	\$5,000 any one person

4. The policy shall be endorsed to add Manasquan Board of Education as additional insureds with respect to liability for bodily injury, property damage, or personal or advertising injury caused in whole or in part by the Named Insured Organization's acts or omissions or acts or omissions of those acting on the Named Insured Organization's behalf. The Commercial General Liability policy must be primary and noncontributory with respects to Manasquan Board of Education. A Waiver of Subrogation Clause shall be added to the General Liability Policy in favor of Manasquan Board of Education. A copy of this endorsement must be provided to the Board Secretary.

E. Rules for the Use of School Facilities

1. Users of school facilities/fields will be bound by the law.
 - a. Users must comply strictly with all applicable statutes; municipal ordinances; and rules of the Board of Health, Fire Department, and Police Department regarding public assemblies.
 - b. The use must not exceed the established capacity of the facility/field used.
 - c. The use must not involve gambling or games of chance.
 - d. The use, possession, and/or distribution of alcohol and/or controlled dangerous substances is absolutely prohibited, in accordance with law and Policy Nos. 5530 and 7435.
 - e. Smoking is prohibited in accordance with Policy No. 7434.
 - f. School facilities/fields cannot be used for any purpose prohibited by law or likely to result in rioting, disturbance of the peace, damage to property or for the purpose of defaming others.
2. Users of school facilities/fields will respect Board property.
 - a. The user will not damage, destroy, or deface school property. The facility/field will be used with care and left in an orderly and neat condition.

- b. The user must obtain the Business Administrator's permission to bring equipment, decorations, or materials to the school facility/field. No equipment, decorations, or materials may be nailed to floors, walls, windows, woodwork, curtains or fixtures or affixed to the same in any manner that defaces or damages school property.
- c. Any equipment, scenery, decorations, or other material brought to the school facility/field and any debris caused by the use or remaining after the use must be promptly removed by the user. Any such materials left on school premises more than twenty-four hours after the use may be removed by the Board at the user's expense. The Board assumes no liability for damage to or loss of materials brought to school facilities.
- d. The user must obtain the Business Administrator's permission to use, move, or tune a district piano. A piano may be moved only by a competent and experienced commercial mover and at the expense of the user. Any piano that has been moved must be returned to its original placement with the same care and at the expense of the user.
- e. Users of the gymnasium must ensure that all participants wear rubber-soled footwear to prevent damage to floors.
- f. No school facility/field may be used for a purpose in conflict with the purpose for which the facility was designed.
- g. Lighting equipment, ventilation systems, and thermostatic controls may be operated only by an employee of the district.
- h. The user must obtain the Business Administrator's permission to serve and consume food and/or beverages on school premises. The service and consumption of food and/or beverages is strictly limited to the area for which permission is granted. If food and/or beverages are served, the user must clean all utensils, equipment, serving dishes, and the like and restore

the facility to its proper condition. The user may not consume food or beverages or use supplies purchased with public funds.

- i. No signs, posters, advertisements, or other displays may be placed in a school building without the approval of the Business Administrator.
- j. No school keys shall be issued to a user.
- k. No animal shall be allowed on school premises without the approval of the Business Administrator.
- l. The head of maintenance or designee is responsible for examining the facility/field immediately after the use and informing the user of any loss or damage that must be corrected.
- m. Permission to use school facilities/fields extends only to the facility/fields requested. Users are not entitled to enter health offices, administrative offices, storage closets, or any other room to which permission to use has not been expressly granted. Users are not permitted to use district telephones, word processors, and office equipment. Users may make use of public telephones.
- n. No vehicles of any type shall be operated in any area that is not designed for such vehicles.

3. Uses Must be Properly Supervised.

- a. A school custodian must be on duty during the entire time a use occurs. The custodian is present for the purpose of insuring the security and proper functioning of the facility/fields and of enforcing these regulations. The

custodian is paid by the Board and may not accept gratuities from users. If the custodian is directed by the Business Administrator to perform extra services as an accommodation to the user, the user will be charged an additional fee and the custodian will be compensated accordingly by the district.

- b. The use of certain school facilities/fields (such as kitchen and auditorium stage) require the services of school employees trained in the use of the facility/field. The user will be charged an additional fee and the school employee will be compensated accordingly by the district.
- c. The user must assume full responsibility for the conduct of all participants in the use while they are in or about school buildings and grounds and must enforce these regulations. The user must provide an adequate number of persons to supervise participants in the activity.
- d. The user must, in consultation with the Principal, anticipate the need for the assistance of police officers, fire fighters, and/or parking attendants. All such services must be arranged by the user and will be at the expense of the user. When a user refuses or fails to secure police, fire, and/or parking assistance after having been advised to do so by the Principal, the Principal may recommend that permission to use the facility/field be withdrawn.
- e. Board members and school officials are entitled to full and free access to any part of the school premises during any use. No user may exclude a Board member or school official from a school facility for any reason.

F. Fee Schedule

- 1. The following schedule comprises rental charges and custodial fees for facilities use. These fees are set and will not be prorated. Hourly fees will be charged on a per hour basis only.

High School	
Auditorium (public performance including stage) (up to 6hrs/day)	\$500/day
Auditorium beyond 6hrs/day for a public performance including stage	\$85/hr
Auditorium (rehearsal only, no public attendance) (up to 6hrs/day)	\$250/day
Auditorium (rehearsal only, no public attendance) (beyond 6 hrs/day)	\$45/hr
Cafeteria (kitchen use is prohibited) (under 3hrs/day)	\$100/day or \$500/wk (5days)
Cafeteria (kitchen use is prohibited) (under 3-6 hrs/day)	\$200/day or \$1,000/wk (5days)
Cafeteria (beyond 6hrs/day)	\$35/hr
Gymnasium (3-6 hrs/day)	\$200/day or \$1,000/wk (5days)
Gymnasium (beyond 6 hrs/day)	\$35/hr
Gymnasium (under 3 hrs/day)	\$100/day or \$500/wk (5days)
Large Group Area (Music Suite, Media Ctr. Etc.) (up to 6 hrs/day)	\$100/day
Large Group Area (Music Suite, Media Ctr. Etc.) (beyond 6 hrs/day)	\$20/hr
Classroom (up to 6 hrs/day)	\$60/day
Classroom (beyond 6 hrs/day)	\$10/hr
Fields (under 3 hrs/day)	\$100/day or \$500/wk (5 days)
Fields (3-6 hrs/day)	\$200/day or \$1,000/wk (5days)

Fields (beyond 6 hrs)	\$35/hr
-----------------------	---------

Any area that is scheduled for use under 3 hours will be charged in accordance with the above schedule. However, if the users exceeds 3 hours they will automatically be subject to the fee for the 3-6 hours period. The hourly rate will not apply until after you exceed the 6 hours. Users cannot change their approved times or add additional areas to be used without prior approval and receipt of payment for the event.

Elementary School	
Music Suite (public performance including stage) (up to 6hrs/day)	\$200/day
Music Suite (public performance including stage) (beyond 6hrs)	\$35/hr
Music Suite (rehearsal only, no public attendance) (up to 6hrs/day)	\$100/day
Music Suite (rehearsal only, no public attendance) (beyond 6hrs)	\$20/hr
Cafeteria (kitchen use is prohibited) (under 3 hrs/day)	\$100/day or \$500/wk (5days)
Cafeteria (kitchen use is prohibited) (3-6 hrs/day)	\$200/day or \$1,000/wk (5 days)
Cafeteria (kitchen use is prohibited) (beyond 6 hrs)	\$35/hr
Gymnasium (under 3 hrs/day)	\$100/day or \$500/wk (5days)
Gymnasium (3-6 hrs/day)	\$200/day or \$1,000/wk (5 days)
Gymnasium (beyond 6 hrs)	\$35/hr

Large Group Area (Media Ctr. Etc.) (up to 6hrs/day)	\$100/day
Large Group Area (Media Ctr. Etc.) (beyond 6 hrs)	\$20/hr
Classroom (up to 6hrs/day)	\$60/day
Classroom (beyond 6 hrs)	\$10/hr
Fields (under 3 hrs/day)	\$100/day or \$500/wk (5 days)
Fields (3-6 hrs/day)	\$200/day or \$1,000/wk (5 days)
Fields (beyond 6 hrs)	\$35/hr

Any area that is scheduled for use under 3 hours will be charged in accordance with the above schedule. However, if the users exceeds 3 hours they will automatically be subject to the fee for the 3-6 hours period. The hourly rate will not apply until after you exceed the 6 hours. Users cannot change their approved times or add additional areas to be used without prior approval and receipt of payment for the event.

In addition to the fee schedule above, organizations will be assessed the cost of custodial services. There shall be a fee of time-and-one-half overtime rate of pay per hour for each custodian (minimum of four hours at overtime rate). On Sundays, fees shall be at double-time rate per hour (minimum of four hours). The custodial fees will reflect current contract rates. The organizations will be billed for custodial services by the Board of Education after the event, but building fees must be paid 5 days prior to the event or the event will not be permitted to take place. The custodial fees will include at least a 1/2 hour to 1 hour prior to the event and 1/2 hour to an hour after the event. The determination of the 1/2 hour or 1 hour will be at the discretion of the district.

2. Fee Schedule for Staff (Custodians and Technology Staff)

Billed after the fact.

An hourly rate ranging from \$20 to \$30 (reflects time and a half) will be charged in addition to the building use fees for Saturday events (depending on which custodian takes the work)

An hourly rate ranging from \$35 to \$40 (reflects double time) will be charged in addition to the building use fees for Sunday events (depending on which custodian takes the work)

No custodial fees can be charged during the week during the school year as the staff is already on duty until approximately 10:00 pm every weeknight.

Any reservation requiring access to district technology, including projectors or other A/V equipment, wireless connectivity, computers or other equipment will incur a \$50 set-up fee. Additional technological support will be billed at an hourly rate of \$30, rounded down to the nearest quarter of an hour.

3. The Business Administrator will prepare an itemized bill for the use of school facilities/fields based on the approved application form. The bill will be sent to the representative of the applicant organization at least five working days in advance of the use and is payable immediately.
4. Payment must be received by the Business Administrator before the scheduled use. Permission will be withdrawn from any use that is not paid in advance, except as expressly exempted by the Business Administrator.

Issued: 14 June 2011

Approved: 11 December 2018

Graduation Dates:

HS – June 12, 2020 (Rain or Shine)

ES – June 11, 2020

Manasquan Public Schools

2019-2020

School Calendar

Document N

APPROVED: 1/22/2019

REVISED: 04/16/2020

[] REMOTE LEARNING DAYS

/_/ SCHOOLS CLOSED

() SCHOOLS REOPEN

[] HIGH SCHOOL EXAM DAY

SEPTEMBER 2019

S	M	T	W	T	F	S
1	/2/	/3/	(4)	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2019

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	/14/	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2019

S	M	T	W	T	F	S
					1	2
3	4	5	6	/7	8/	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	/28	29/	30

DECEMBER 2019

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	/23/	24	25	26	27	28
29	30	31/				

JANUARY 2020

S	M	T	W	T	F	S
			/1/	(2)	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	/20/	[21]	[22]	[23]	[24]	25
26	/27/	28	29	30	31	

Pupil Days

(19)

September

2 Labor Day – Schools Closed

3 Faculty Meeting/Staff In-Service

4 Schools Open – Full Day for Students and Staff

10 Early Dismissal/Staff In-Service

October

(22)

14 Columbus Day – Faculty Only/ Staff In-Service

November

(17)

4-6 ES Only Early Dismissal

7-8 NJEA Convention–Schools Closed

12 Early Dismissal/Staff In-Service

25-26 HS Only Early Dismissal

27 Thanksgiving Recess begins at 12:30p.m

28 Thanksgiving Day

29 Thanksgiving Recess

December

(15)

5 Early Dismissal/Staff In-Service

20 Holiday Recess begins at 12:30p.m

23-31 Holiday Recess

January

(20)

1 Holiday Recess

2 Schools Re-open

20 Martin Luther King Day

27 Faculty Only District In-Service

February

(15)

10-14 Winter Recess

17 Schools Re-open

March

(22)

5 Early Dismissal/Staff In-Service

April

(21)

10 Holiday Weekend

May

(19)

22-25 Memorial Day Weekend

June

(10)

12 Students' Last Day

15 Teachers' Last Day

Total Pupil Days: 180

Total Teacher Days: 184

THIS SCHEDULE IS SUBJECT TO EMERGENCY CHANGES & OTHER ADJUSTMENTS AS APPROVED BY THE BOARD AND/OR SUPERINTENDENT. JANUARY 20, JANUARY 27, AND MAY 22 WILL BE USED AS A MAKE UP DAYS IF SNOW DAYS OCCUR. IF NECESSARY, ANY ADDITIONAL DAYS WILL BE MADE UP AT THE END OF THE SCHOOL YEAR. NO PLANS SHOULD BE MADE THAT CANNOT BE ADJUSTED.

High School Exam Dates

Mid-Term Exams:

January 21, 22, 23, 24

Final Exams:

Grade 12: June 8, 9, 10, 11

Grades 9-11: June 9, 10, 11, 12

FEBRUARY 2020

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	/10	11	12	13	14/	15
16	(17)	18	19	20	21	22
23	24	25	26	27	28	29

MARCH 2020

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	/16	17	18	19	20/	21
22	{23	24	25	26	27}	28
29	{30	31}				

APRIL 2020

S	M	T	W	T	F	S
			1	2	3	4
5	{6	7	8	9}	/10	11
12/	{13	14	15	16	17}	18
19	{20	21	22	23	24}	25
26	{27	28	29	30}		

MAY 2020

S	M	T	W	T	F	S
					{1}	2
3	{4	5	6	7	8}	9
10	{11	12	13	14	15}	16
17	18	19	20	21	/22	23
24	25/	26	27	28	29	30
31						

JUNE 2020

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	[8]	[9]	[10]	[11]	[12]	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

GRADE: Kindergarten		Theatre Arts
Unit Title		PACING
Reader's Theatre-(The Creative Process, Performance, and Aesthetic Response I)		1 week
Standard	Performance Expectation	
1.1.2.C.1	Identify basic elements of theatre and describe their use in a variety of theatrical performances	
1.1.2.C.2	Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).	
1.1.2.C.3	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.	
1.1.2.C.4	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.	
Essential Question (EQ)		
- How do we use voice and movement to tell a story? - Why do we change our voice for retelling parts of a story?		
Student Learning Objectives		
Students will be able to:		
- Recognize, mirror and create emotions described in stories and dramatic play. - Respond within imaginary circumstances to objects, settings and conditions. - Use emotional expression and imaginary objects in dramatic play. - Sustain focus in the imaginary world of the activity, sharing or performance. - Contribute positively and responsibly to ensemble activities. - Demonstrate sensitivity to the emotional and physical safety of self and others. - Sustain concentration, focus and commitment in group activities with a shared performance goal. - Respond to and incorporate directions. - Use the body and voice expressively.		

Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources
- Teach students about using stage voices. Game idea: Give each child a simple phrase, easy to memorize. Example: "Anthony, come here." or "Open the door." Each student then has to say their line in three or four different tones of voice to convey different meanings. - Improvisation: Pretend you have a box of shoes (or use an actual shoe box). Take imaginary shoes out and make a big deal about putting them on (a ballerina will lace up to her knees, a fireman will pull on high boots, etc.). Then, silently, act out the character (dance, put out fires climbing ladders, etc.) Have the other kids guess the character. - Call out basic stage directions (e.g., down right, left center, etc.), with students moving to the area of the stage designated by the teacher. The task may be extended by giving students a sequence of movements from area to area and adding simple activities.	- Self assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, and comparing one's work to the criteria on a rubric or checklist. - Written or Drawn Work (using technology when appropriate): - Sharing feelings, dreams, and wishes about dance and dancing - Planning and documenting choreographic process	- <u>Classroom and Drama Lesson Plans</u> - <u>My First Acting Book</u> - <u>25 Just Right Plays for Emergent Readers</u> - <u>Learning Through Theatre</u> - <u>Glossary of Terms</u>

The stage floor may be labeled to facilitate this exercise. - Passing stories on: Read a story and retell it verbally. Then act out key sections of the story, share it with another class, and have that class pass it on to another class. The last class may share the story as a performed play	(sketching or collecting ideas for a dance) - Personal responses to performances - 1 question they still have	
--	--	--

21st Century Themes and Skills

(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using culture global competence.	Interdisciplinary Connections	Technology Connections For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf 8.1.2.A.2 : Create a document using a word processing application. 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments. 8.11.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. 8.1.2.D.1: Digital Citizenship
6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.		

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Differentiated Instruction: Remediation	Differentiated Instruction: Enrichment/Accelerated/Honors Classes
English Language Learners Modifications for Classroom Modifications for Homework/Assignments Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers	Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Anchor Activities	Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking
<i>Students with Disabilities/Students with 504 Plans</i> The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing		

instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
Students at Risk for School Failure Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short-term planning of assignments	

Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
---	--

GRADE: 1		Theatre Arts
Unit Title		PACING
Reader's Theatre-(The Creative Process, Performance, and Aesthetic Response II)		1 week
Standard	Performance Expectation	
1.1.2.C.4	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.	
1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.	
1.3.2.C.2	Use voice and movement in solo, paired, and group pantomimes and improvisations.	
1.3.2.C.3	Develop awareness of vocal range, personal space, and character specific vocal and creative movement choices.	
Essential Question (EQ)		
- How do actors communicate with the audience? - How do we use body language to communicate?		
Student Learning Objectives		
Students will be able to:		
- Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low. - Demonstrate physical self-control in large and fine motor skills. - Use the body and face to create and react to imaginary conditions. - Create and mirror shapes and movements with other students. - Create and imitate human, inanimate and animal characters. - Demonstrate an understanding of how physical environment and the elements impact behavior. - Use learned physical and vocal skills to create a variety of characters including human, inanimate and animal characters. - Demonstrate a preliminary understanding of specific character desires and needs. - Demonstrate an understanding of sequence of character actions.		

Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources
- <u>If You Give a Mouse a Cookie Lesson</u> <u>Plan: Creative drama with literature.</u> Starts with a relaxation leading to a warm up. Then reading the book to the class. Followed by choral reading from the class then a cool down. - <u>St. George and the Dragon</u> <u>Pantomime Lesson</u> - Voice and Occasion: First create an open space in your classroom and have students sit in a circle. Each student selects one index card from a container. On the card, a location (i.e., couch, desk, gym, bus, park) and a person (i.e., friend, teacher, guardian) are provided. Pick a student to select one stuffed animal or toy from a pile you gathered before class, then place it anywhere in the circle. Invite the student to speak to the object as if it were the person listed on the index card in the appropriate tone of voice for the given location. - After the student speaks, the rest of the class guesses the location of the conversation and whom the doll or toy represents. Continue until every student has a chance to speak.	- Self assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, and comparing one's work to the criteria on a rubric or checklist. - Written or Drawn Work (using technology when appropriate): - Sharing feelings, dreams, and wishes about dance and dancing - Planning and documenting choreographic process (sketching or collecting ideas for a dance)	- Classroom and Drama Lesson Plans - <u>My First Acting Book</u> - <u>25 Just Right Plays for Emergent Readers</u> - <u>Learning Through Theatre</u> - Glossary of Terms

- Story: Going on a Bear Hunt Teacher reads "Going on a Bear Hunt" to students and has them mimic his voice repeating lines - using appropriate voice and volume. Vary the pitch and volume of their voice (stylized by either stretching them out or speaking them short and punctuated) to get the students to explore vocal range. The different <i>settings</i> (e.g. tall grass; Are there bugs living in the grass? Is the grass taller than you? If so, how would you move through very tall grass?) are explored. When an action occurs in the story, they stop and ask students what the action might sound like to create sound effects. They model the sound and has students mimic or come up with their own sounds. The teacher helps the children create some actions and facial expressions appropriate for volume, pitch, and style of the words, based on their experience with the reading of "Going on a Bear Hunt." Children make sounds with their hands, feet, and voices. (e.g., rub their hands together, stomp their feet, clap, pat, whisper, vocal gibberish is encouraged to match the action). The audience guesses what the gestures, expression, noises, and actions mean.	- Personal responses to performances - Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer to peer feedback, such as - "I noticed..." - "I like the way ..." - because..." - "Have you thought of ...?" - "I would like to suggest..." - Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process - understand - , and can explain it (e.g., thumbs up). - I do not yet understand (e.g., thumbs down). - I'm not completely sure about (e.g., wave hand). - 3 2 1 - Students identify: - 3 things they discovered	
--	---	--

	- 2 interesting things they noticed - 1 question they still have	
--	--	--

21 st Century Themes and Skills		
(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using culture global competence.		
Interdisciplinary Connections	Technology Connections	
6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf 8.1.2.A.2 : Create a document using a word processing application. 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments. 8.11.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media. 8.1.2.D.1: Digital Citizenship	

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Differentiated Instruction: Remediation	Differentiated Instruction: Enrichment/Accelerated/Honors Classes
English Language Learners Modifications for Classroom Modifications for Homework/Assignments Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers <i>Students with Disabilities/Students with 504 Plans</i> The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing	Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking	

instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.

Modifications for Classroom

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
Students at Risk for School Failure Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short-term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device	

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

GRADE: 2		Theatre Arts
Unit Title		PACING
Reader's Theatre (The History of Arts and Culture, Performance, and Aesthetic Response)		1 week
Standard	Performance Expectation	
1.2.2.A.1	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.	
Essential Question (EQ)		
- How do we use voice to express feelings, emotions or mood? - Why do we pretend? - How does theatre communicate values? - How do we use our imagination to tell a story?		

Student Learning Objectives

Students will be able to:

- Imitate and create basic emotions.
- Understand and use basic vocabulary related to stage directions and areas of the stage.
- Identify the beginning, middle and end of a story.
- Differentiate between actor and character.
- Demonstrate an understanding of the "5 Ws" (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.
- Retell a story individually or in groups with attention to accurate sequencing.
- Demonstrate an understanding of sequence of actions through pantomime.
- Pantomime simple daily activities, including healthful practices in eating and hygiene.
- Participate in poetry and prose choral readings with group or solo response.

Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources
- Many theater, opera or musical theater companies produce versions of Cinderella in a variety of forms and from various cultures and perspectives. Attend a performance of Cinderella and encourage the students to decode the performance using the discussion tools on page 14. - Additionally, students can compare the live performance with film/video, and storytelling or readings in which they have participated. - Explore stories that are thematically or dramatically similar appearing in a variety of cultures (e.g., animal myths, hero or Cinderella stories). - Listening to folktales from around the world can enrich children's understanding of many cultures. Decide on a story with your children, and work with them to turn it into a play.	- Self assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, and comparing one's work to the criteria on a rubric or checklist. - Written or Drawn Work (using technology when appropriate): - Sharing feelings, dreams, and wishes about dance and dancing - Planning and documenting choreographic process (sketching or collecting ideas for a dance) - Personal responses to performances. - Peer Critique/ Assessment: When students engage in peer assessment or critique,	- Classroom and Drama Lesson Plans - <u>My First Acting Book</u> - <u>25 Just Right Plays for Emergent Readers</u> - <u>Learning Through Theatre</u> - Glossary of Terms Yeh Shen: A Cinderella Story from China, retold by Ai Ling Louie Smoky Mountain Rose: An Appalachian Cinderella by Alan Schroeder Nomi and the Magic Fish: A Story from Africa by Phumla Teaching With Cinderella Stories From Around the World by Kathleen M. Hollenbeck Animal Fables from Aesop, adapted by Barbara McClintock Native American Animal Stories (Myths and Legends) by Joseph Bruchac and Michael J. Caduto String Stories: A Creative, Hands On Approach for Engaging Children in Literature by Belinda Holbrook http://www.pbs.org/parents/arthur/activities/acts - /folktale_play.html?cat=diversity

	they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer to peer feedback, such as - "I noticed ." - "I like the way ... because ." - "Have you thought of .?" - "I would like to suggest ." - Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process - I understand , and can explain it (e.g., thumbs up). - I do not yet understand (e.g., thumbs down). - I'm not completely sure about (e.g., wave hand). - 3 2 1 - Students identify: - 3 things they discovered - 2 interesting things they noticed	
--	---	--

	- 1 question they still have Performance Rubrics	

21st Century Themes and Skills

(9.2) For information related to the 12 Career Ready Practices follow the link below.
<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
 CRP2. Apply appropriate academic and technical skills.
 CRP4. Communicate clearly and effectively and with reason.
 CRP6. Demonstrate creativity and innovation.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP12. Work productively in teams while using culture global competence.

Interdisciplinary Connections

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws
 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
 NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
 NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Technology Connections

For NJ Technology Standards 8.1 and 8.2 follow the link below.
<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
 8.1.2.A.2 : Create a document using a word processing application.
 8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.
 8.11.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
 8.1.2.D.1: Digital Citizenship

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Differentiated Instruction: Remediation English Language Learners Modifications for Classroom Modifications for Homework/Assignments Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers Students with Disabilities/Students with 504 Plans The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.	Differentiated Instruction: Enrichment/Accelerated/Honors Classes Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking
---	--	--

The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.

Modifications for Classroom

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
Students at Risk for School Failure Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short-term planning of assignments	

Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
---	--

GRADE: 3		Theatre Arts	
Unit Title		PACING	
Reader's Theatre-Elements of Theatre		1 Week - Infusion and Weekly Instruction	
Standard	Performance Expectation		
1.1.5.C.2	Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.		
1.1.5.C.3	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.		
1.1.5.C.4	Explain the function of sensory recall and apply it to character development.		
Essential Question (EQ)			
- What are the 5 W's and how are they used in identifying setting, plot and character? - How can you identify the setting? - What are key elements in creating a stage?			
Student Learning Objectives			
Students will be able to:			
- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. - Define technical proficiency, using the elements of the arts and principles of design. - Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. - Identify how the script requirements of environment, time and actions influence the design of a scene.			

Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources
- Play theatre games, activities, or process drama techniques to experience and identify: Sensory recall, visualization, pitch, tempo, rhythm in expressive voice, expressive movements, emotional interaction and exchange with others. - Through research, editing, revision and critique, students become aware of the various stages of theatrical play writing. - Create different characters for a plot. - Develop a blueprint for a stage scene. - Create a CD of music and sound effects for a scene.	Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.	- <u>Video: Elements of Drama</u> - <u>Video: Drama</u> - <u>Elements of Drama: Characters, Plot, Setting & Symbolism</u> - <u>Acting: A Student's Guide</u> - <u>Kids 4 Broadway</u> - Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009. - <u>Glossary of Terms</u>

21st Century Themes and Skills

(9.2) For information related to the 12 Career Ready Practices follow the link below.
<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections	Technology Connections
SLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Differentiated Instruction: Remediation	Differentiated Instruction: Enrichment/Accelerated/Honors Classes
English Language Learners Modifications for Classroom Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed	Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Highlight key vocabulary Use graphic organizers <i>Students with Disabilities/Students with 504 Plans</i> The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.	Exploration of art and/or artists to understand society and history. Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry. ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. GUEST SPEAKERS / THEATRE: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise. MENTORS /INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models. ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities. EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.
--	--

Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device	
Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).	

Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
Students at Risk for School Failure Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short-term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device	

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

GRADE: 4		Theatre Arts
Unit Title		PACING
Reader's Theatre-Elements of Theatre II		2 weeks - Infusion and Weekly Instruction
Standard	Performance Expectation	
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	
1.3.5.C.2	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus effect meaning in scripted and improvised performances.	
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.	
Essential Question (EQ)		
- What are the 5 W's and how are they used in identifying setting, plot and character? - How can you identify the setting? - What are key elements in creating a stage?		
Student Learning Objectives		
Students will be able to:		
- Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. - Identify how the script requirements of environment, time and actions influence the design of a scene. - Observe the relationship between the actor and the audience. - Identify and understand the principal types of theater and performance spaces.		
Identify the basic area of a stage and a theater.		
- Describe a setting that will enhance the mood of a scene (e.g., a forest on a moonless night). - Identify how light can be used to suggest the setting and mood of the play.		

Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources
- Play theatre games, activities, or process drama techniques to experience and identify: Sensory recall, visualization, pitch, tempo, rhythm in expressive voice, expressive movements, emotional interaction and exchange with others. - Through research, editing, revision and critique, students become aware of the various stages of theatrical play writing. - Create dialogue for various plots. - Analyze dramatic elements that create mood. Identify motives and objectives of characters in a story. - Discuss how character motives influence actions and outcomes. - Understand the essentials of a scene (setting, change, conflict, character needs).	Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. Summative assessment on basic theatre terms Writing samples (journals, reflections, analysis) where students reflect on specific facets of theatre (themes, character development, etc.)	- <u>Video: Elements of Drama</u> - <u>Video: Drama</u> - <u>Elements of Drama: Characters, Plot, Setting & Symbolism</u> - <u>Acting: A Student's Guide</u> - <u>Kids 4 Broadway</u> - Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009. - <u>Glossary of Terms</u>

21 st Century Themes and Skills		
(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf		
● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence.		
Interdisciplinary Connections	Technology Connections	
SLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. SLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.	
Differentiated Instruction: Remediation		
English Language Learners Modifications for Classroom Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed	Differentiated Instruction: Enrichment/Accelerated/Honors Classes Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts.	

Highlight key vocabulary Use graphic organizers <i>Students with Disabilities/Students with 504 Plans</i> The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.	Exploration of art and/or artists to understand society and history. Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry. ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. GUEST SPEAKERS / THEATRE: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise. MENTORS /INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models. ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities. EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.
--	--

Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short-term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device	
Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).	

Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
Students at Risk for School Failure Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device	

Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
---	--

GRADE: 5		Theatre Arts
Unit Title		PACING
Reader's Theatre-History of the Arts and Culture/Aesthetics		1-2 weeks - Infusion and Weekly Instruction
Standard	Performance Expectation	
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	
1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.	
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	
Essential Question (EQ)		
- How can you recognize the cultural and historical context of a dramatic work?		
- How can you identify the historical environment of a theatrical work using scene, costumes and props?		
- What are some methods that can be used to support and critique yourself and your peers in positive way?		
- How can you review a theater event based on the elements found in the performance and production of the dramatic work being observed?		
Student Learning Objectives		

Students will be able to:

- Identify and understand the purposes of theater in various eras and cultures.
- Understand the role of theater in various communities.
- Identify major historical periods of theater.
- Recognize that theater has a distinct history reflecting the society and culture of its time. Describe what can be deduced about a society/community's values based on a representative play from that culture.
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- Describe the culture in the world of a play and compare it to the world that produced the play.
- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- Articulate cultural, historical and social context of their original work.
- Understand theater as a shared communal experience between audience and actor.
- Develop an understanding of personal aesthetic and choice as related to production intent.
- Critique themselves and others in a respectful and constructive manner.
- Use reflection and analysis to evaluate their work and the work of their peers in a productive way.
- Compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theater and dramatic media, including, film, television, electronic media, and other art forms.

Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources
- Compare two productions of the same play by different artistic teams/cultures. - Hypothesize the ways in which a story would change by being written by a different person from a different time and place. - Research an artist whose work transformed a genre (e.g., Beckett, Ibsen) or represented a break with the old form, (e.g., Stanislavski, Jerome Kern). - Use cultural tales with choral readings, reader's theatre, narrative mimes, etc. to apply and practice performance techniques. - Locate and identify theater artifacts from contemporary or historical theater using original documents or reprints, including programs, articles, posters, and photos of notable theater professionals. - Use online resources to deepen students' understanding of theater performance by researching historical and cultural setting, period dress and customs.	- Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric. - Additional Assessments may include: - Analyzing primary source documents on the history of theatre in various cultures. - Conduct short research projects on the cultural origins of theatre to support analysis, reflection, and research. - Use technology to create a presentation on the impact of theatre on specific groups of people and historical events. - Write a critique of a performance. Share compositions orally.	- <u>Theatre Lesson for Kids: History & Timeline</u> - <u>Theatre Lesson for Kids: History of Musical Theatre</u> - DeSpain, Lisa. Kids Musical Theater Anthology. Hal Leonard Corp., 2008 - Meserve, Walter J., and Molly Ann Meserve. A Chronological Outline of World Theatre. Feedback Theatre Books, 1992. - <u>Glossary of Terms</u> - Broadway video clips that can be used to teaching the art of critique: - <u>The Lion King: The Circle of Life</u> - <u>Matilda the Musical</u> - <u>Annie: It's Hard Knock Life</u> - <u>Glossary of Terms</u>

- Create a simple timeline with graphics and text illustrating the major eras of theater history, from antiquity to contemporary times. - Identify and express in a class discussion students' favorite parts of a performance. - Evaluate a production based on the based on the merits of its physical realization, direction, blocking, actors' interpretation of character, design, faithfulness to the ideas of the playwright, and clarity of communication. - Critique the technical proficiency of a production based on how well sets, light and sound are used in realizing the director's vision.		
--	--	--

21st Century Themes and Skills

(9.2) For information related to the 12 Career Ready Practices follow the link below.
<http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

Interdisciplinary Connections

6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws

L.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

SLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

SLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Connections

For NJ Technology Standards 8.1 and 8.2 follow the link below.
<http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

SLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Differentiated Instruction: Remediation	Differentiated Instruction: Enrichment/Accelerated/Honors Classes
English Language Learners Modifications for Classroom Modifications for Homework/Assignments Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers	Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history. Anchor Activities
Students with Disabilities/Students with 504 Plans The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.	Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry. ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. GUEST SPEAKERS / THEATRE: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise. MENTORS /INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest

The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program. Modifications for Classroom - Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Repetition and and practice - Model skills / techniques to be mastered. - Extended time to complete class work - Provide copy of class notes - Preferential seating to be mutually determined by the student and teacher - Student may request to use a computer to complete assignments. - Establish expectations for correct spelling on assignments. - Extra textbooks for home. - Student may request books on tape / CD / digital media, as available and appropriate. - Assign a peer helper in the class setting - Provide oral reminders and check student work during independent work time - Assist student with long and short-term planning of assignments - Encourage student to proofread assignments and tests - Provide regular parent/ school communication - Teachers will check/sign student agenda daily	and increase awareness of potential careers. Mentors act as role models. ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities. EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.
---	---

Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
Students at Risk for School Failure Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home.	

Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
--	--

GRADES: 6-8		Theatre Arts
Unit Title		PACING
Elements of Theatre		1-2 Weeks – Infusion and Weekly Instruction
Standard	Performance Expectation	
1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.	
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.	
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.	
Essential Question (EQ)		
-	How do we respond emotionally to diverse works of theatre?	
-	How do different components contribute to the overall theatrical performance?	
-	How do symbolism and metaphor contribute to meaning in the arts?	
Student Learning Objectives		

- Identify the members of a production team and explain how these roles are interdependent
- Understand how sound and lighting create mood in performance events.
- Identify key jobs integral to producing a play (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.) and research the duties and responsibilities of these positions
- Interpret symbolism and metaphors used in selected theatre masterworks; apply metaphor and symbolism in the creation and performance of an original scene, and interpret symbolism and metaphors used in theatre scenes created by peers.
- Differentiate between "traditional" and non-traditional theatre masterworks and analyze the form, function, craftsmanship, and originality of the work.
- Differentiate among basic formal structures and technical proficiency of artists in peer and professional theatrical productions and use rubrics and scoring guides to evaluate the effectiveness of a theatre work.

Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources
- Stage a short scene showcasing different areas of responsibility that are integral to a theatrical production (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.). - Direct a short scene in collaboration that demonstrates a directorial vision and choices. - Research various theatre personnel and their responsibilities and the skills and training that go into the position and how they work collaboratively to make a theatre production. - Identify and discuss symbols and symbolism in a selected design. - View and evaluate productions with regard to the design and production elements.	- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance "notes." - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.	- PowerPoint: <u>Elements of Drama</u> - Video: <u>Elements of Drama</u> - <u>Elements of Drama Lesson Plan</u> - <u>Glossary of Terms</u>

21 st Century Themes and Skills	
(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence.	
Interdisciplinary Connections	Technology Connections
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Differentiated Instruction: Remediation	Differentiated Instruction: Enrichment/Accelerated/Honors Classes
English Language Learners Modifications for Classroom Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed	Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Highlight key vocabulary Use graphic organizers	Exploration of art and/or artists to understand society and history. Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry. ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. GUEST SPEAKERS / THEATRE: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise. MENTORS /INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models. ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities. EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.
<i>Students with Disabilities/Students with 504 Plans</i> The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.	

Modifications for Classroom

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	Students at Risk for School Failure Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short-term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily
--	---

	Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.
--	--

GRADES: 6-8		Theatre Arts
Unit Title		PACING
History of the Arts and Culture		1-2 Weeks – Infusion and Weekly Instruction
Standard	Performance Expectation	
1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.	
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.	
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	
Essential Question (EQ)		
- How does theatre influence life and life influence theatre over time? - In what ways do we see the origins of theatre still present in more modern drama? - How does theatre influence Society? - How does society influence theatre? - How do past and contemporary works differ in the ideas and events they represent?		
Student Learning Objectives		
- Articulate the cultural, historical and social context of their original work, and a clear statement of theme. - Identify major movements and periods in history, recognizing that theatre reflects the society and culture of its time. - Describe and discuss a written text or live performance in terms of social, historical and cultural context		

- Identify and articulate the cultural and historical components of the work and how these components create a particular world of behaviors.
- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. Create and perform in stylistically nuanced scene work from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play.
- Categorize historical innovations in Western and non-Western theatre history up to and including the early 20th century that stemmed from the creation of new technologies.
- Distinguish ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions.
- Apply characteristics of various Western and non-Western theatrical traditions to scene work that emulates theatre of various and diverse eras and cultures up to and including the
- 21st Century.

Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources
- Contrast and compare one major Western and one non-Western type of theater, recognizing similarities in intended purpose and performance style), such as an ancient Greek arena and Vietnamese water puppets. - Compare and contrast early theatrical texts to contemporary performances - Use online and video resources to research and guide the creation of a project that examines Greek, Roman or early non-Western theatre - Research and write a profile of a NYC theatre, including the performance history, architecture, and the historical, social and political context of when the theatre was built - The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater. - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance "notes." - Create PowerPoint presentations on actors who greatly impacted theatre. - Evaluate written reflections on theatre principles, including reports and journal responses, using a student-created rubric. - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. - Additional Assessments may include: - Analyzing primary source documents on the history of theatre and the cultures of origin. - Conduct short research projects on the cultural origins of theatre to support	- <u>Video: What is Theatre?</u> - A Cultural History of Theatre by Jack Watson and Grant McKernie - History of the Theatre by Oscar Gross Brockett and Franklin J Hildy - <u>Glossary of Terms</u>

- Create and perform a theatre piece using masks from a chosen historical era or tradition (e.g., Greek, Commedia Dell'Arte). - Collaborate to write a short play based on a historical or current event.	analysis, reflection, and research - Use technology to create a presentation on the impact of theatre on specific groups of people and historical events.	
---	--	--

21 st Century Themes and Skills		
(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence.		
Interdisciplinary Connections		Technology Connections
NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Differentiated Instruction: Remediation		Differentiated Instruction: Enrichment/Accelerated/Honors Classes
English Language Learners Modifications for Classroom Modifications for Homework/Assignments Modified Assignments		Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics.

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary Use graphic organizers	Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and history.
<i>Students with Disabilities/Students with 504 Plans</i> The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.	Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry. ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. GUEST SPEAKERS / THEATRE: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise. MENTORS /INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models. ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.

Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short-term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).	EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.
---	---

Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
Students at Risk for School Failure Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and practice Model skills / techniques to be mastered. Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short-term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device	

	Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.
--	---

GRADES: 6-8		Theatre Arts	
Unit Title		PACING	
Performance		1-2 Weeks – Infusion and Weekly Instruction	
Standard	Performance Expectation		
1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.		
1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.		
1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.		
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.		
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.		
Essential Question (EQ)			
-	Why is it important to create a personality and a background for a character?		
-	How do posture, breathing, and voice control affect a presentation?		
-	How do movements, gestures, and expressions help and improve and support a scene?		
-	How do performers use vocal techniques to communicate meaning and character?		
Student Learning Objectives			
Students will be able to:			
-	Define “believability” by identifying common traits of believable performances.		
-	Differentiate between a character’s actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character.		
-	Analyze scripted scenes to determine how a character’s objectives change throughout a scene and how his or her tactics and subtext change within a scene in response to the actions of other characters. Apply the analysis to the portrayal of characters in a performance.		
-	Maintain focus and concentration in order to sustain improvisations, scene work and performance.		

- Use distinct physical, vocal and emotional choices, to build a believable, multi-dimensional character and perform a scene and/or monologue within the context of two different genres. Compare and contrast the stylistic choices in each scene.
- Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and performances.
- Use the body and voice expressively in theater exercises, improvisations, scene work and performances.
- Use theatrical improvisation, both short and long form, as a means of exploring character development (from a physical, vocal and emotional standpoint) while also focusing on objectives and tactics.

Activities & Strategies	Assessments (Formative/Summative/Performance Tasks)	Resources
- Create appropriate physical gestures and facial expressions that align to a character. - Participate in group exercises, drills, improvisations and theater games. - Rehearse and perform a scene in front of others. - Research and portray a character, using at least one appropriate costume piece, prop, gesture, need and physical shape. - Provide feedback to scenes performed by peers in the "director's voice," noting character choices, vocal projection and stage pictures. - Demonstrate physical and vocal warm-ups used as preparation for rehearsal and performance.	- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance "notes." - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.	Suggested Plays: - The Effect of Gamma Rays On Man-in-the-Moon Marigolds by Paul Zindel - Our Town by Thornton Wilder - A Thousand Cranes by Kathryn Schultz Miller - Step on a Crack by Susan Zeder - Getting Near to Baby by Y. York - Wiley and the Hairy Man by Susan Zeder - Still Life with Iris by Steven Dietz - Selkie: Between Land and Sea by Laurie Brooks Glossary of Terms

21 st Century Themes and Skills		
(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence.		
Interdisciplinary Connections		Technology Connections
NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.	
Differentiated Instruction: Remediation		Differentiated Instruction: Enrichment/Accelerated/Honors Classes
English Language Learners Modifications for Classroom Modified Assignments Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment completion as needed Highlight key vocabulary		Gifted and Talented: (content, process, product and learning environment) Extension Activities Conduct research and provide presentation of cultural topics. Debate topics of interest / cultural importance. Authentic listening and reading sources that provide data and support for speaking and writing prompts. Exploration of art and/or artists to understand society and

Use graphic organizers Students with Disabilities/Students with 504 Plans The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program. Modifications for Classroom Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered.	history. Anchor Activities Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry. ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. GUEST SPEAKERS / THEATRE: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise. MENTORS / INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models. ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities. EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.
--	--

Extended time to complete class work Provide copy of class notes Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate. Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time Assist student with long and short term planning of assignments Encourage student to proofread assignments and tests Provide regular parent/ school communication Teachers will check/sign student agenda daily Student requires use of other assistive technology device	
Modifications for Homework and Assignments Extended time to complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic). Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	

Students at Risk for School Failure

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short-term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.	
---	--