

Manasquan High School Enrollment for BOE Agenda: February 8, 2022

Month: January 2022

DISTRICT	Full Time Students	Shared Time Students	Full Time Students PTC 20 LLD	Shared Time Students PTC 20 LLD	Full Time Students ABA	Full Time PTC 22	Total Student Count
Avon	26	2	1	0	0	0	29
Belmar	119	10	10	4	1	0	144
Brielle	210	5	2	1	3	0	221
Lake Como	39	6	5	0	0	0	50
Manasquan	269	8	0	0	1	0	278
Sea Girt	33	1	1	0	0	0	35
Spring Lake	43	0	1	0	0	0	44
Spr Lk Hts	144	1	2	0	1	0	148
Parent Paid	26	0	0	0		0	26
Employee Child	8	0	0	0			8
Paid by Another Agency							
Tuition Free	1						1
Neptune/Pt Plsnt					2		2
Totals	918	33	22	5	8	0	986
						TOTAL MHS	986
						TOTAL MES	517
						TOTAL ENROLLMENT	1,503

MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT

2021-2022 school year

	<u>ATTENDANCE PERCENTAGE</u>	<u>AVERAGE DAILY ENROLLMENT</u>	<u>AVERAGE DAILY ATTENDANCE</u>	
HIGH SCHOOL				
Jan-21	91.255	980.61	895.97	
Jan-22	94.372	967.94	913.47	
ELEMENTARY SCHOOL				
Jan-21	96.937	533.28	489	
Jan-22	95.808	515.5	481.722	

MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT

2021-2022 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>
January 13th	1:15 p.m.	5 minutes		Fire Drill
January 18th	9:00 a.m.	5 minutes		Shelter in Place Drill
January 13th	1:30 p.m.	5 minutes		Fire Drill - CLI/ABA School
January 18th	10:00 a.m.	5 minutes		Shelter in Place Drill - CLI/ABA School
ELEMENTARY SCHOOL				
<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	
January 13th	9:30 a.m.	4 minutes		Fire Drill
January 31st	2:30 p.m.	8 minutes		Shelter in Place Drill

Manasquan High School

2021 - 2022 Tardy Report

	Sept.	Oct.	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Number of Students Tardy 1 time	162	187	240	240	229					
Number of Students Tardy 2 times	91	141	126	130	76					
Number of Students Tardy 3 times	41	78	64	52	32					
Number of Students Tardy 4 times	28	46	24	33	22					
Number of Students Tardy 5 times	15	27	28	12	7					
Number of Students Tardy 6 times	7	9	12	9	7					
Number of Students Tardy 7 times	6	8	6	6	3					
Number of Students Tardy 8 times	5	6	1	1	2					
Number of Students Tardy 9 times	4	7	1	3	2					
Number of Students Tardy 10 times	2	1	2	2	1					
Number of Students Tardy 11 times	1	0	1							
Number of Students Tardy 12 times	0	0	2							
Number of Students Tardy 13 times	1	1	1							
Number of Students Tardy 14 times		2	1							
Number of Students Tardy 15 times		1								
Number of Students Tardy 16 times										
Number of Students Tardy 17 times										
Number of Students Tardy 18 times										
Number of Students Tardy 19 times										
Number of Students Tardy 20 times										
Totals	363	514	509	488	381	0	0	0	0	0

Manasquan High School
2021 - 2022 Suspensions by Month

OUT OF SCHOOL SUSPENSIONS:	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	TOTAL
DISREPECTFUL TO STUDENT											0
DISREPECTFUL TO STAFF			1	1							2
THREAT		1									1
POSSESION OF OTHERS PROPERTY		1									1
UNLISTED OFFENSE				2							2
THROWING OF OBJECTS		1									1
UNDER THE INFLUENCE											0
CUT CLASS											0
VERBAL ABUSE / PROFANITY											0
MARIJUANA	1										1
DEFIANCE				1							1
VOC BUSS MISCONDUCT			2								2
DAMAGE TO SCHOOL PROPERTY	1										1
Totals	2	3	3	4	0	0	0	0	0	0	12
IN SCHOOL SUSPENSIONS:											
VERBAL ABUSE / PROFANITY											0
SATURDAY DETENTION NO SHOW											0
SMOKING / POSSESSION		1									1
ACC. OF DEMERITS											0
LATE TO SCHOOL, EXCESSIVE											0
CUT CLASS / TRUANCY	4	6	4								14
HIB CONFIRMED											0
DEFIANCE				1							1
UNLISTED OFFENSE		2									2
DISREPECTFUL TO STUDENT			2								2
PUSHING / SHOIVING			1								1
Totals	4	9	7	1	0	0	0	0	0	0	21
TOTAL STUDENTS SUSPENDED	6	12	10	5	0	0	0	0	0	0	33
TOTAL SATURDAY DETENTIONS	0	3	5	9	5						22

STUDENTS SUSPENDED 1 TIME	23
STUDENTS SUSPENDED 2 TIMES	5
STUDENTS SUSPENDED 3 TIMES	
STUDENTS SUSPENDED 4 TIMES	
STUDENTS SUSPENDED 5 TIMES	
STUDENTS SUSPENDED 6 TIMES	
STUDENTS SUSPENDED 7 TIMES	
STUDENTS SUSPENDED 8 TIMES	
STUDENTS SUSPENDED 9 TIMES	

TOTAL NUMBER OF
SUSPENSIONS TO DATE 33

TOTAL NUMBER OF INDIVIDUAL
STUDENTS SUSPENDED TO DATE 28

Manasquan High School

2021 - 2022 Suspensions by Grade

OUT OF SCHOOL SUSPENSIONS:	9	10	11	12	TOTALS
DISREPECTFUL TO STUDENT					0
DISREPECTFUL TO STAFF			1	1	2
THREAT	1				1
POSSESION OF OTHERS PROPERTY		1			1
UNLISTED OFFENSE				2	2
THROWING OF OBJECTS				1	1
UNDER THE INFLUENCE					0
CUT CLASS					0
VERBAL ABUSE / PROFANITY					0
MARIJUANA			1		1
DEFIANCE			1		1
VOC BUSS MISCONDUCT	2				2
DAMAGE TO SCHOOL PROPERTY		1			1
Totals	3	2	3	4	12
IN SCHOOL SUSPENSIONS:					
VERBAL ABUSE / PROFANITY					0
SATURDAY DETENTION NO SHOW					0
SMOKING / POSSESSION		1			1
ACC. OF DEMERITS					0
LATE TO SCHOOL, EXCESSIVE					0
CUT CLASS / TRUANCY	1		2	11	14
HIB CONFIRMED					0
DEFIANCE			1		1
UNLISTED OFFENSE		2			2
DISREPECTFUL TO STUDENT	1			1	2
PUSHING / SHOIVING				1	1
					0
Totals	2	3	3	13	21
TOTAL STUDENTS SUSPENDED	5	5	6	17	33
TOTAL SATURDAY DETENTIONS	3		10	8	21

MANASQUAN SCHOOL DISTRICT HARRASSMENT, INTIMIDATION & BULLYING REPORT
February, 2022

[illegible]

All victims received counseling.



Your Student Safety Data System report to the NJDOE has been successfully certified for Report Period 1.

Report Period 1 (September 1 - December 31, 2021)

School Name	Incidents*	Other Incidents Leading to Removal	HIB Alleged	HIB Trainings	HIB Programs
050-Manasquan High School	4	28	2	2	2
060-Manasquan Elementary Sch	0	2	2	0	2
District-Wide				2	0

* Violence, Vandalism, Substances, Weapons and HIB Confirmed

Confirmation of District Certification

First Name: Donald

Last Name: Bramley

Position Title: District Anti-Bullying Coordinator

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Summary for 050-Manasquan High School

Report Period 1 (September 1 - December 31, 2021)

Incidents(Violence, Vandalism, Substances, Weapons and HIB Confirmed)	4
Other Incidents Leading to Removal	28
HIB Alleged	2
HIB Trainings	2
HIB Programs	2

Official School Data Submission

First Name: Donald	Last Name: Bramley
Position Title: District Anti-Bullying Coordinator	

Cancel and go back



Summary for 060-Manasquan Elementary Sch

Report Period 1 (September 1 - December 31, 2021)

Incidents(Violence, Vandalism, Substances, Weapons and HIB Confirmed) 0

Other Incidents Leading to Removal 2

HIB Alleged 2

HIB Trainings 0

HIB Programs 2

Official School Data Submission

First Name: Donald

Last Name: Bramley

Position Title: District Anti-Bullying Coordinator

Cancel and go back

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[See POLICY ALERT Nos. 222 and 226]

2415.05 STUDENT SURVEYS, ANALYSIS, AND/OR EVALUATIONS, EXAMINATIONS, TESTING, OR TREATMENT

The Protection of Pupil Rights Amendment (PPRA) (20 USC §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education (USDOE). The PPRA requires written consent from parents or the emancipated student the opportunity to opt out of participation in a survey, analysis, evaluation, examination, testing, or treatment funded in whole or in part by a program of the United States Department of Education that concerns one or more of the areas outlined in this Policy.

A. Definitions

“Instructional material” means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments. 20 USC §1232h(c)(6)(A).

“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. 20 USC §1232h(c)(6)(B).

“Prior consent” means prior consent of the student, if the student is an adult or emancipated minor or prior written consent of the parent, if the student is an unemancipated minor. 34 CFR §98.4(b).

“Psychiatric or psychological examination or test” means a method of obtaining information, including a group activity, that is not directly related to academic instruction and that is designed to elicit information about attitudes, habits, traits, opinions, beliefs, or feelings. 34 CFR §98.4(c)(1).



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“Psychiatric or psychological treatment” means an activity involving the planned, systematic use of methods or techniques that are not directly related to academic instruction and that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group. 34 CFR §98.4(c)(2).

“Research or experimentation program or project” means any program or project in any program that is funded in whole or in part by the Federal Government and is designed to explore or develop new or unproven teaching methods or techniques. 34 CFR §98.3(b).

B. Parents’ or Emancipated Students’ Right to Inspection of Materials -
34 CFR §98.3 and 20 USC §1232(c)

1. All instructional material, including teachers’ manuals, films, tapes, or other supplementary instructional material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program or any research or experimentation program or project shall be available for inspection by the parents of the children engaged in such program or project in accordance with 20 USC §1232h(a) and 34 CFR §98.3(a).

a. The district shall provide reasonable access to instructional material within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(C)(ii).

2. The parent shall have the right, upon request, to inspect a survey created by a third party before the survey is administered or distributed to their student pursuant to 20 USC §1232h(c)(1)(A)(i).

a. The district shall provide reasonable access to such survey within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(A)(ii).



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3. The parent shall have the right, upon request, to inspect any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), before the instrument is administered or distributed to their student pursuant to 20 USC §1232h(c)(1)(F)(i).
 - a. The district shall provide reasonable access to such instrument within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(F)(ii).
- C. Protection of Students' Privacy in Examination, Testing, or Treatment with Prior Consent - 34 CFR §98.4
 1. In accordance with 34 CFR §98.4(a) no student shall be required, as part of any program funded in whole or in part by a program of the USDOE, to submit without prior consent to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment, in which the primary purpose is to reveal information concerning one or more of the following:
 - a. Political affiliations;
 - b. Mental and psychological problems potentially embarrassing to the student or the student's family;
 - c. Sex behavior and attitudes;
 - d. Illegal, anti-social, self-incriminating, and demeaning behavior;
 - e. Critical appraisals of other individuals with whom the student has close family relationships;
 - f. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or



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- g. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.

D. Protections of Students' Rights for Surveys, Analysis, or Evaluation -
20 USC §1232h

1. In accordance with 20 USC §1232h(b) no student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation, without prior consent, that reveals information concerning:
 - a. Political affiliations or beliefs of the student or the student's parent;
 - b. Mental and psychological problems of the student or the student's family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of other individuals with whom the student has close family relationships;
 - f. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
 - g. Religious practices, affiliations, or beliefs of the student or student's parent; or
 - h. Income, (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program).
2. Parents' or Emancipated Students' Right to Opt Out -
20 USC §1232h(c)(2)



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- a. The district shall provide notice and offer an opportunity for parents to opt their student out or for emancipated students to opt out of participation in the following activities:
 - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).
 - (2) The administration of any survey containing one or more of the items listed in D.1. above.
 - (3) Any nonemergency, invasive physical examination or screening that is:
 - (a) Required as a condition of attendance;
 - (b) Administered by the school and scheduled by the school in advance; and
 - (c) Not necessary to protect the immediate health and safety of the student, or of other students.
 - b. The district shall directly notify parents at least annually at the beginning of the school year of the specific or approximate dates during the school year when activities described in D.2.a. above are scheduled or expected to be scheduled in accordance with 20 USC §1232h(c)(2)(B).
3. Exceptions – 20 USC §1232h(c)(4)
- a. The provisions of 20 USC §1232h do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:



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- (1) College or other postsecondary education recruitment, or military recruitment in accordance with Policy 9713;
- (2) Book clubs, magazines, and programs providing access to low-cost literary products;
- (3) Curriculum and instructional materials used by schools in the district;
- (4) Tests and assessments used by schools in the district to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- (5) The sale by students of products or services to raise funds for school-related or education-related activities; and
- (6) Student recognition programs.

b. The provisions of this Policy:

- (1) Shall not be construed to preempt applicable provisions of New Jersey law that require parental notification; and
- (2) Do not apply to any physical examination or screening that is permitted or required by an applicable New Jersey law, including physical examinations or screenings permitted without parental notification.



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4. Policy Adoption or Revision – 20 USC §1232h(c)(2)(A)(i)

The district shall provide this Policy to parents and students at least annually at the beginning of the school year, and provide notice within a reasonable period of time after any substantive change is made to this Policy.

E. Student Privacy – 20 USC §1232h and 34 CFR §98

The district shall ensure a student's privacy is protected regarding any information collected in accordance with this Policy.

F. Violations of the PPRA – 20 USC §1232h and 34 CFR §98

Parents or students who believe their rights under PPRA may have been violated may file a complaint with the USDOE.

In addition to the provisions of 20 USC §1232h, 34 CFR §98, and this Policy, the Superintendent or designee shall ensure compliance with the provisions of N.J.S.A. 18A:36-34 and Policy 9560 – Administration of School Surveys before students are required to participate in any academic or nonacademic survey, assessment, analysis, or evaluation.

The Protection of Pupil Rights Amendment (PPRA)

20 USC §1232h

34 CFR Part 98

Elementary and Secondary Education Act of 1965 (20 USC 2701 et seq.) as
amended by the Every Student Succeeds Act

N.J.S.A 18A:36-34

Adopted:



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Prevention and Treatment of Sports-Related
Concussions and Head Injuries
Jan 22
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[See **POLICY ALERT** Nos. 190, 194, 197, and 226]

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

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. In order to ensure safety, it is imperative that students participating in athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student to return to athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

For the purpose of this Policy and Regulation 2431.4, programs of athletic competition shall include high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

The school district shall adopt an athletic head injury safety training program. The program shall be completed by the school physician, any individual who coaches in an athletic competition, an athletic trainer involved in any athletic competition, and the school nurse. The training program shall be in accordance with guidance provided by the New Jersey Department of Education (NJDOE) and the requirements of N.J.S.A. 18A:40-41.2.

The school district shall annually distribute the NJDOE-developed educational fact sheet regarding sports-related concussions and other head injuries to all parents of students participating in any athletic competition or practice and shall obtain a signed acknowledgement of the receipt of the fact sheet by the student and their parent in accordance with N.J.S.A. 18A:40-41.2(c).



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Concussions and Head Injuries

A student who participates in an athletic competition or practice and who sustains or is suspected of sustaining a concussion or other head injury shall be immediately removed from athletic competition or practice. A student removed from athletic competition or practice shall not participate in further athletic competition or practice until they are evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to athletic competition or practice; and the student returns to regular school activities and is no longer experiencing symptoms of the injury when conducting those activities in accordance with N.J.S.A. 18A:40-41.4.

The return of a student to athletic competition or practice shall also be in accordance with the graduated, six-step “Return to Play Progression” recommendations and any subsequent changes or other updates to these recommendations as developed by the Centers for Disease Control and Prevention (CDC). The Board shall revise this Policy and Regulation 2431.4 whenever the CDC changes or otherwise updates the “Return to Play Progression” recommendations.

The school district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy of an amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and Regulation 2431.4.

Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a “youth sports team organization” means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.



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This Policy and Regulation 2431.4 shall be reviewed and approved by the school physician annually and updated as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and other head injuries in accordance with N.J.S.A. 18A:40-41.3.

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.3; 18A:40-41.4; 18A:40-41.5

Adopted:



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[See **POLICY ALERT** Nos. 194, 197, and 226]

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

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. Allowing a student to return to athletic competition or practice before recovering from a concussion increases the chance of a more serious brain injury. The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq. and Policy 2431.4.

A. Athletic Head Injury Safety Training Program

1. The school district will adopt an athletic head injury safety training program.
2. The training program shall be completed by the school physician, any individual who coaches in an athletic competition, an athletic trainer involved in any athletic competition, and the school nurse.
3. This training program shall be in accordance with the guidance provided by the New Jersey Department of Education (NJDOE) and the requirements of N.J.S.A. 18A:40-41.2.

B. Prevention

1. The school district may require pre-season baseline testing of students before the student begins participation in athletic competition or practice. The baseline testing program shall be reviewed and approved by the school physician trained in the evaluation and management of sports-related concussions and other head injuries.



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Prevention and Treatment of Sports-Related
Concussions and Head Injuries

2. The Principal or designee will review educational information for students participating in athletic competition or practice on the prevention of concussions.
3. All school staff members, students participating in athletic competition or practice, and parents of students participating in athletic competition or practice shall be annually informed through the distribution of the NJDOE Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.

C. Signs or Symptoms of Concussion or Other Head Injury

1. Possible signs of concussions may be observed by coaches, athletic trainer, school or team physician, school nurse, or other school staff members. Possible signs of a concussion may be, but are not limited to:
 - a. Appearing dazed, stunned, or disoriented;
 - b. Forgetting plays or demonstrating short-term memory difficulty;
 - c. Exhibiting difficulties with balance or coordination;
 - d. Answering questions slowly or inaccurately; and/or
 - e. Losing consciousness.
2. Possible symptoms of concussion shall be reported by the student participating in athletic competition or practice to coaches, athletic trainer, school or team physician, school nurse, and/or parent. Possible symptoms of a concussion may be, but are not limited to:
 - a. Headache;
 - b. Nausea/vomiting;



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- c. Balance problems or dizziness;
 - d. Double vision or changes in vision;
 - e. Sensitivity to light or sound/noise;
 - f. Feeling sluggish or foggy;
 - g. Difficulty with concentration and short-term memory;
 - h. Sleep disturbance; or
 - i. Irritability.
- D. Medical Attention for a Student Suspected of a Concussion or Other Head Injury
- 1. A student who participates in athletic competition or practice and who sustains or is suspected of having sustained a concussion or other head injury while engaged in an athletic competition or practice shall be immediately removed from athletic competition or practice.
 - a. A staff member supervising the student during the athletic competition or practice shall immediately contact the school physician, athletic trainer, or school nurse to examine the student.
 - (1) The school physician, athletic trainer, or school nurse shall determine if the student has sustained or may have sustained a concussion or other head injury. The school physician, athletic trainer, or school nurse shall determine if emergency medical responders shall be called to athletic competition or practice.
 - (2) In the event the school physician, athletic trainer, or school nurse determine the student did not sustain a concussion or other head injury, the student shall not be permitted to participate in any further athletic competition or practice until written medical clearance is provided in accordance with E. below.



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Prevention and Treatment of Sports-Related Concussions and Head Injuries

2. The staff member supervising a student who has been removed from athletic competition or practice in accordance with D.1. above or another staff member shall contact the student's parent and the Principal or designee as soon as possible after the student has been removed from the athletic competition or practice.
 - a. A parent shall monitor their student for symptoms of a concussion or other head injury upon receiving such notification.

E. Medical Examination and Written Medical Clearance

1. A student who was removed from athletic competition or practice in accordance with D.1. shall not participate in further athletic competition or practice until:
 - a. The student is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions;
 - b. The student receives written medical clearance from a physician trained in the evaluation and management of concussions to return to competition or practice; and
 - c. The student returns to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.
2. The student's written medical clearance from a physician must indicate a medical examination has determined:
 - a. The student's injury was not a concussion or other head injury, the student is asymptomatic at rest, and the student may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or
 - b. The student's injury was a concussion or other head injury and the student's physician will monitor the student to determine when the student is asymptomatic at rest and



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when the student may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.

3. The student's written medical clearance must be reviewed and approved by the school physician.
4. The student may not begin the graduated return to athletic competition and practice protocol in F. below until the student receives a medical examination and provides the required written medical clearance.
5. A written medical clearance not in compliance with the provisions of E. will not be accepted.

F. Graduated Return to Athletic Competition and Practice Protocol

1. The return of a student to athletic competition and practice shall be in accordance with the graduated, six-step "Return to Play Progression" recommendations and any subsequent changes or updates to those recommendations as developed by the Centers for Disease Control and Prevention.

a. Back to Regular Activities (Such as School)

The student is back to their regular activities (such as school) and has the green-light from the student's physician approved by the school physician to begin the return to play process. A student's return to regular activities involves a stepwise process. It starts with a few days of rest (two-three days) and is followed by light activity (such as short walks) and moderate activity (such as riding a stationary bike) that do not worsen symptoms.

b. Light Aerobic Activity

Begin with light aerobic exercise only to increase the student's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weight lifting at this point.



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c. Moderate Activity

Continue with activities to increase the student's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, and/or moderate-intensity weightlifting (less time and/or less weight from their typical routine).

d. Heavy, Non-Contact Activity

Add heavy non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, and/or non-contact sport-specific drills (in three planes of movement).

e. Practice and Full Contact

The student may return to practice and full contact (if appropriate for the athletic competition) in controlled practice.

f. Athletic Competition

The student may return to athletic competition or practice.

2. It is important for a student's parent(s) and coach(es) to watch for concussion symptoms after each day's "Return to Play Progression" activity. A student should only move to the next step if they do not have any new symptoms at the current step.
3. If a student's symptoms return or if they develop new symptoms, this is a sign that a student is pushing too hard. The student should stop these activities and the student's health care provider should be contacted. After more rest and no concussion symptoms, a student can start at the previous step if approved by the student's healthcare provider and provides written medical clearance to the school physician.



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G. Temporary Accommodations for Student's Participating in Athletic Competition with Sports-Related Head Injuries

1. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed student to the stimulating school environment may delay the resolution of symptoms needed for recovery. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
2. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting, and watching movies if a student is sensitive to light/sound can slow a student's recovery. The Principal or designee may look to address the student's cognitive needs as described below. Students who return to school after a concussion may need to:
 - a. Take rest breaks as needed;
 - b. Spend fewer hours at school;
 - c. Be given more time to take tests or complete assignments (all courses should be considered);
 - d. Receive help with schoolwork;
 - e. Reduce time spent on the computer, reading, and writing; and/or
 - f. Be granted early dismissal from class to avoid crowded hallways.

Adopted:



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[See **POLICY ALERT** Nos. 221 and 226]

2451 ADULT HIGH SCHOOL

The Board of Education may determine a need exists in the community for the provision of educational services that will enable out-of-school adults to qualify for a State-endorsed high school diploma issued by the Board. The purpose of this program is to provide comprehensive life-long learning opportunities for adults. Accordingly, the Board may establish and implement a State-approved adult high school ~~in accordance with rules of the State Board of Education.~~

The Board of Education may open and operate an adult high school, which shall offer **students** ~~adults~~ opportunity, accessibility, and flexibility while maintaining high standards inherent in the awarding of a high school diploma pursuant to N.J.S.A. ~~18A:49-1 et seq., 18A:50-1 et seq., and N.J.A.C. 6A:20-2.1~~ ~~18A:50A-1 et seq.~~ Courses shall be sufficiently varied ~~to for~~ **meet** ~~meeting~~ the educational needs of **students** ~~adults~~ and shall be designed to challenge **students** ~~participants~~ to achieve their highest level of educational ability.

An educational plan shall be developed for each student in the district's adult high school program reflecting the student's past academic record, an analysis of past experiences for which credit may be awarded **pursuant to N.J.A.C. 6A:20-2.6**, graduation requirements, and a proposed schedule of courses for the current school year leading to completion of graduation requirements.

A. Eligibility for Enrollment – N.J.A.C. 6A:20-2.2

1. To qualify for enrollment in the adult high school, a person shall:
 - a1. Be a New Jersey resident **at least sixteen years of age;**
2. ~~Meet the age and out-of-school requirement at N.J.A.C. 6A:20-1.3;~~



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(1)a. A **student** ~~person~~ enrolled in secondary school with senior standing who lacks an opportunity to take at **their** ~~his or her~~ secondary school courses that are available in an adult high school shall be **eligible to take courses at the adult high school** ~~exempt from the out-of-school requirement provisions of N.J.A.C. 6A:20-1.3~~, provided the Superintendents of both the sending and receiving school districts approve in a written joint agreement the participation of **the student** ~~such a person~~ on a space-available basis in **the** ~~an~~ adult high school. The written approval shall explicitly state the course(s) to be taken, **the credits offered for each subject**, and the time frame covered by the agreement. Tuition established by the receiving school district on a cost-recovery basis may be charged to the sending school district for **students** ~~persons~~ enrolled under this exception-, **if applicable**;

b3. Have not earned a ~~locally-issued~~, State-endorsed **or State-issued** high school diploma;;

(1)a. Persons holding **State-endorsed** ~~locally-issued~~ high school diplomas may enroll in an adult high school on a space-available basis for the express purpose of supplementing their high school record. Tuition established by the host school district on a cost-recovery basis may be charged to persons enrolling under this exception; and

c4. Complete and sign **a locally created** ~~an~~ application for enrollment, including a statement of responsibilities.

B. **English Language Learners** ~~Adults with Special Needs – N.J.A.C. 6A:20-2.3~~

1. **English language learners (ELLs)** ~~Limited English proficient adults~~ shall be required to demonstrate language **proficiency** ~~fluency~~ on a State-approved English proficiency assessment at a score level determined by the **New Jersey** State Board of Education ~~in accordance to N.J.A.C. 6A:20-2.3(a)~~.



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a. ELLs shall be referred to appropriate classes in the adult high school to attain English language proficiency.

(1) If the language improvement needs of the individual cannot be met by the adult high school, then the Principal shall refer the person to a New Jersey Department of Labor and Workforce Development Career Connections website.

C. Individuals with Disabilities – N.J.A.C. 6A:20-2.4

1. For an **individual adult** with a previous **Individualized Education Program (IEP)** ~~experience in a special education program now seeking similar services at an adult high school, the Principal of the adult high school shall request, with the written consent of the individual the concurrence of the adult, the most recent evaluation and individualized educational plan (IEP) for the individual adult from the high school of last attendance, provided the evaluation was made within the last three years pursuant to N.J.A.C. 6A:20-2.3(b).~~

a1. The Principal shall review the IEP to determine the services required by the plan and also the availability of such services at the adult high school.

(1)a. If the IEP can be carried out, it shall serve as the instructional guide for the **individual adult**.

(2)b. If the Principal determines the IEP cannot be carried out, the Principal shall promptly refer the **individual adult** to the nearest adult high school with staff available to offer the special services required in the IEP or to the appropriate county or State agencies or institutions with resources and personnel able to serve the **individual's** special needs of the adult.



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- b2. If the evaluation was made more than three years prior to application to the adult high school, the IEP may not serve as a guide for the **individual's** adult's instructional program at the adult high school. **The individual shall be referred to the IEP team for a reevaluation in accordance with N.J.A.C. 6A:14 - Special Education.**
2. For an individual who previously had a 504 Plan, the Principal of the adult high school shall request, with the written consent of the individual, the most recent 504 Plan for the individual from the high school of last attendance, provided the evaluation was made within the last year. The school district shall determine if the 504 Plan needs to continue, be discontinued, and/or updated. The Principal of an adult high school may request a doctor's note with a rationale and treatment plan to verify the continued need for the 504 Plan.
3. An individual with a disability who does not qualify for special education and related services, pursuant to N.J.A.C. 6A:14, N.J.A.C. 6A:20-2.4(a), and C.1. above, and who does not have a previous 504 Plan shall be counseled regarding educational options that would lead to a high school diploma.

~~Disabled adults without previous experience in a special education program or individuals with IEPs that have been issued more than three years prior to their application to the adult high school shall be counseled regarding educational options that would lead to high school graduation and shall be served to the maximum extent appropriate to the needs of the disabled adult within the capability of the program to provide such services in accordance to N.J.A.C. 6A:2.3(e).~~

D. Graduation Requirements – N.J.A.C. 6A:20-2.54

1. Adult high school students must pass the Statewide assessment test for graduation **pursuant to N.J.A.C. 6A:8-5.1.**



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- a. **Students who are enrolled in the adult high school and** ~~are When an adult is unable to pass the Statewide assessment for graduation test, pursuant to N.J.A.C. 6A:8-5.1, there shall receive be further evaluation through the portfolio appeal process, Alternative High School Assessment pursuant to N.J.A.C. 6A:8-5.1, Standards and Assessments.~~
 - b. **ELLs who are enrolled in the adult high school and** ~~When limited English proficient adults are unable to pass the Statewide assessment for graduation test, required at N.J.A.C. 6A:8-5.1, they shall receive be further evaluation evaluated through the Alternative High School Assessment pursuant to N.J.A.C. 6A:8-5.1(h), and shall demonstrate English language fluency on a New Jersey Department of Education State-approved English proficiency assessment as a requirement for graduation. The portfolio appeals process shall be undertaken in the ELL's native language, when available.~~
2. When operating an adult high school, the Board shall **ensure that students** meet the requirements for high school graduation pursuant to N.J.A.C. 6A:8-5 and Policy 5460.
 3. The staff of the adult high school shall distribute to each entering **student adult** a copy of all State and local adult high school graduation requirements. At the beginning of each course, all **students adults** shall receive a list of proficiencies required for the successful completion of the course.
 4. Successful completion of the requirements **set forth** ~~as outlined in N.J.A.C. 6A:20-2.54(a) and (b), D.1. and D.2. above, and the requirements~~ those established by the Board, of Education shall be required as conditions for awarding a locally issued, State-endorsed diploma.
 5. The Board shall not issue a **State-endorsed** ~~an adult high school diploma without State approval of the adult high school program and without signed verifications for all credit awarded for experience and an official transcript(s) being on file.~~



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6. **The Board shall not issue a State-endorsed high school diploma without signed verifications for all credit awarded for experience and an official transcript(s) being on file.**

E. Award of Credit – N.J.A.C. 6A:20-2.65

A Board of Education operating an adult high school shall annually adopt, at a public meeting, policies that provide for the awarding of credit, subject to the provisions outlined in N.J.A.C. 6A:20-2.65(a)1. through 6A:20-2.65(a)12.

F. Awarding of Credit for Foreign **Studies** ~~Students~~ – N.J.A.C. 6A:20-2.76

Credit for the equivalent of American secondary school studies experienced in a foreign country shall be reviewed by **the school district operating the adult high school. If the school district cannot review the secondary studies experienced in a foreign country, the secondary studies shall be reviewed by** a recognized foreign credential evaluation expert or service ~~following an evaluation of transcript(s) presented by the adult.~~ The cost of **the foreign credential evaluation expert or service** ~~such review~~ shall be borne by the adult student.

G. Maintaining Student Records – N.J.A.C. 6A:20-2.87

The adult high school ~~program~~ shall have the responsibility to compile, maintain, and retain student records, including daily attendance records, and to regulate access to and security of such records.

~~Attendance records will be compiled and maintained in accordance with Board Policy No. 9330 and State Board of Education rules governing student records and with law and State Board of Education rules governing financial records.~~

H. Staffing – N.J.A.C. 6A:20-2.98

1. ~~Pursuant to N.J.A.C. 6A:20-2.8,~~ **The adult high school shall have an adequate number of professional staff, properly certified for their respective assignments; however, persons involved in adult advisement shall be certified as either a Principal, supervisor, counselor, or teacher.**



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2. The Board of Education shall assign to professional staff members only position titles recognized in N.J.A.C. 6A:9B —, State Board of Examiners and Certification.

I. Special Conditions – N.J.A.C. 6A:20-2.109

The rules set forth elsewhere in N.J.A.C. 6A governing the operation of a high school within ~~the~~ a school district shall govern the operation of an adult high school, unless otherwise explicitly stated in N.J.A.C. **6A:20-2** and this Policy pursuant to N.J.A.C. 6A:20-2.

~~Monitoring – N.J.A.C. 6A:20-2.10~~

~~Staff of the New Jersey Department of Education's Adult Education Unit shall monitor the adult high school program pursuant to the monitoring process outlined in N.J.A.C. 6A:20-1.6. The indicators of program quality with associated measures of performance as outlined in N.J.A.C. 6A:20-2.10(b) shall be used by the monitoring teams in carrying out the monitoring process in adult high schools.~~

N.J.S.A. 18A:7C-8; 18A:38-16; 18A:48-1; 18A:50-1 et seq.
N.J.A.C. 6A:20-2.1 et seq.

Adopted:



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[See **POLICY ALERT No. 226**]

R 2460.30 ADDITIONAL/COMPENSATORY SPECIAL EDUCATION
AND RELATED SERVICES

The Board of Education shall provide additional or compensatory special education and related services to students with disabilities beyond the age of twenty-one pursuant to N.J.S.A. 18A:46-6.3.

As used in N.J.A.C. 18A:46-6.3(h) and this Regulation, “parent” means the natural or adoptive parent, the legal guardian, resource family parent when willing to so serve, a surrogate parent, or a person acting in the place of a parent, such as a grandparent or stepparent with whom the student lives, or a person legally responsible for the student’s welfare. “Parent” shall also include an adult student who has attained the age of eighteen, who is not under legal guardianship, and who is entitled to receive special education and related services.

A. Additional Special Education and Related Services

1. Notwithstanding the provisions of N.J.S.A. 18A:46-6, N.J.S.A. 18A:46-8, or of any other law, rule, or regulation concerning the age of eligibility for special education and related services to the contrary, the Board shall:
 - a. In the 2021-2022 school year, provide special education and related services contained in an Individualized Education Program (IEP) to a student with disabilities who attains the age of twenty-one during the 2020-2021 school year, provided the parent of the student and the IEP team determine that the student requires additional or compensatory special education and related services, including transition services, during the 2021-2022 school year.



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- (1) A student receiving special education and related services pursuant to N.J.S.A. 18A:46-6.3.a. and A.1. shall not be eligible to receive such education and services beyond June 30, 2022, unless otherwise provided in a student's IEP or as ordered by a hearing officer, complaint investigation, or court of competent jurisdiction.
2. Notwithstanding the provisions of N.J.S.A. 18A:46-6, N.J.S.A. 18A:46-8, or of any other law, rule, or regulation concerning the age of eligibility for special education and related services to the contrary, the Board shall:
 - a. In the 2022-2023 school year, provide special education and related services contained in an IEP to a student with disabilities who attains the age of twenty-one during the 2021-2022 school year, provided the parent of the student and the IEP team determine that the student requires additional or compensatory special education and related services, including transition services, during the 2022-2023 school year.
 - (1) A student receiving special education and related services pursuant to N.J.S.A. 18A:46-6.3.b. and A.2. shall not be eligible to receive such education and services beyond June 30, 2023, unless otherwise provided in a student's IEP or as ordered by a hearing officer, complaint investigation, or court of competent jurisdiction.
3. Notwithstanding the provisions of N.J.S.A. 18A:46-6, N.J.S.A. 18A:46-8, or of any other law, rule, or regulation concerning the age of eligibility for special education and related services to the contrary, the Board shall:



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- a. In the 2023-2024 school year, provide special education and related services contained in an IEP to a student with disabilities who attains the age of twenty-one during the 2022-2023 school year, provided that the parent of the student and the IEP team determine that the student requires additional or compensatory special education and related services, including transition services, during the 2023-2024 school year.

- (1) A student receiving special education and related services pursuant to N.J.S.A. 18A:46-6.3.c. and A.3. shall not be eligible to receive such education and services beyond June 30, 2024, unless otherwise provided in a student's IEP or as ordered by a hearing officer, complaint investigation, or court of competent jurisdiction.

B. Rights, Privileges, and Remedies

1. A student receiving special education and related services, including transition services, pursuant to N.J.S.A. 18A:46-6.3 and this Regulation shall be afforded the same rights, privileges, and remedies provided to students with disabilities pursuant to State law, New Jersey State Board of Education regulations concerning special education, and the Federal "Individuals with Disabilities Education Act," (IDEA) 20 USC §1400 et seq.
2. Any disputes that arise with respect to the provision or nature of services provided to a student with disabilities in the additional year as provided in accordance with N.J.S.A. 18A:46-6.3.a., b. and c., and A. above may be addressed as determined by the parent of the student with disabilities, by either:
 - a. Mediation;
 - b. A written request for a complaint investigation submitted to the Director of the Office of Special Education Policy and Dispute Resolution in the New Jersey Department of Education; or



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- c. A special education due process hearing pursuant to IDEA, N.J.S.A. 18A:46, or administrative code.

C. Funding

1. The special education and related services, including transition services, provided to students with disabilities pursuant to the provisions of N.J.S.A. 18A:46-6.3 and this Regulation, to the extent permitted by Federal law, be paid for from the monies received by the State or a school district under the Federal “Coronavirus Aid, Relief, and Economic Security (CARES) Act,” Pub.L.116-136, the Federal “Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021,” Pub.L.116-260, the Federal “American Rescue Plan (ARP) Act,” Pub.L.117-2, or any other Federal funding provided to address the impact of the coronavirus pandemic on elementary and secondary schools as it becomes available.
2. To the extent the Federal funds described in N.J.S.A. 18A:46-6.3.e.(1) and C.1. above do not cover the costs borne by the school district to provide the special education and related services, including transition services, to students with disabilities pursuant to the provisions of N.J.S.A. 18A:46-6.3 and this Regulation, the State of New Jersey shall appropriate funds as necessary from the Property Tax Relief Fund to reimburse the school district for these costs.
3. The special education and related services funded pursuant to the provisions of N.J.S.A. 18A:46-6.3.e. may include, but are not limited to, the additional staff, programs, and facilities deemed necessary by the school district to provide the special education and related services, including transition services, required under N.J.S.A. 18A:46-6.

Adopted:



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[See POLICY ALERT Nos. 197, 205, 209, 211, 220, and 226]

2622 STUDENT ASSESSMENT

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

The Commissioner of Education, in accordance with N.J.S.A. 18A:7C-1 et seq. and 18A:7E-2 and 3, may implement assessments of student achievement in any grade(s) and by such assessments as the Commissioner deems appropriate. The system and related schedule of Statewide assessments shall be approved by the New Jersey State Board of Education. The school district shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments pursuant to N.J.A.C. 6A:8-4.1(c) and (d).

Pursuant to N.J.A.C. 6A:8-4.1(c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled. The school district will provide accommodations or modifications to the Statewide assessment system in accordance with the provisions of N.J.A.C. 6A:8-4.1(d).

Students with disabilities as defined in N.J.A.C. 6A:14-1.3 shall participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10. The school district shall administer the alternative State assessment for students with disabilities in accordance with the provisions of N.J.A.C. 6A:8-4.1(d)3.

The school district shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(a)6, (f), (g), (h), or (i), as applicable.



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The school district shall maintain an accurate record of each student's performance on Statewide assessments and maintain for every student a ninth grade through graduation transcript in accordance with the provisions of N.J.A.C. 6A:8-4.2(d). The Superintendent shall report assessment results to the public and provide educators, parents, and students with assessment results in accordance with the provisions of N.J.A.C. 6A:8-4.3.

N.J.S.A. 18A:7C-1 et seq.; 18A:7E-2; 18A:7E-3

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

Adopted:



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[See POLICY ALERT No. 226]

R 2622 STUDENT ASSESSMENT

A. Statewide Assessment System – N.J.A.C. 6A:8-4.1

1. The school district shall, according to a schedule prescribed by the Commissioner of Education, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; the high school assessment component; and the alternative State assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.
2. Pursuant to N.J.A.C. 6A:8-4.1(c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner of Education pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled.
 - a. The school district shall provide all appropriate accommodations or modifications to the Statewide assessment system as specified by the New Jersey Department of Education (NJDOE) for English language learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as specified in a student's Individualized Education Program (IEP) or 504 plan in accordance with N.J.A.C. 6A:8-4.1(d)1.
 - (1) The school district may administer the Statewide assessments in mathematics to ELLs in their native language, when available, and/or English.



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- (2) The school district shall have the option for a first-year ELL of substituting a NJDOE-approved language proficiency test only for the English language arts component of the Statewide assessment, when the student has entered the United States after June 1 of the calendar year prior to the test administration.
 - b. The school district shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.
 - c. At specific times prescribed by the Commissioner of Education, the school district shall administer the alternative State assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities in accordance with N.J.A.C. 6A:8-4.1(d)3.
 - d. The school district shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(a)6, (f), (g), (h), or (i), as applicable.
3. Test Administration Procedures and Security Measures
- a. The school district shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district.
 - b. All Statewide assessments shall be administered in accordance with the NJDOE's required test administration procedures and security measures.
 - c. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.



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B. Documentation of Student Achievement – N.J.A.C. 6A:8-4.2

1. After each test administration, the NJDOE shall provide the Superintendent the following:
 - a. Rosters of student performance in each content area;
 - b. Individual student reports; and
 - c. School and school district summary data, including school and school district means, numbers tested, and percent achieving at each performance level.
 - (1) The school district summary data shall be aggregated and disaggregated, and school summary data shall be disaggregated, for students with disabilities as defined in N.J.A.C. 6A:14-1.3 and for ELLs.
2. The school district shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.
3. The school district shall maintain an accurate record of each student's performance on Statewide assessments.
4. The school district shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:
 - a. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth at N.J.A.C. 6A:8-5.1(a)6;
 - b. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);
 - c. Evidence of instructional experience and performance in the New Jersey Student Learning Standards (NJSLS);
 - d. Evidence of technological literacy;



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- e. Evidence of career education instructional experiences and career development activities;
- f. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in NJDOE-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and
- g. Any other information deemed appropriate by the school district.

C. Accountability – N.J.A.C. 6A:8-4.3

- 1. The Superintendent shall report final results of annual assessments to the Board and members of the public at a public meeting within sixty days of receipt of the information from the NJDOE.
- 2. The Superintendent shall provide educators, parents, and students with results of annual assessments as required under N.J.A.C. 6A:8-4.2(a) and B.1. above, within thirty days of receipt of information from the NJDOE.
- 3. The school district shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on the Statewide or local assessments.
- 4. All students shall be expected to demonstrate the knowledge and skills of the NJSLS as measured by the Statewide assessment system.

D. Annual Review and Evaluation of School Districts – N.J.A.C. 6A:8-4.4

- 1. The NJDOE shall review the performance of schools and school districts by using a percent of students performing at the proficient level as one measure of annual measurable objective (AMO) and incorporating a progress criterion indicative of systemic reform.



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Student Assessment

- a. The review shall include the performance of all students, including students with disabilities as defined by N.J.A.C. 6A:14-1.3, students from major racial and ethnic groups, economically disadvantaged students, and ELLs.
- b. The review shall take place at each grade level in which Statewide assessments are administered, using the AMO targets.

E. Public Reporting – N.J.A.C. 6A:8-4.5

1. In accordance with the requirements of N.J.A.C. 6A:8-4.5, the NJDOE shall report annually to the New Jersey State Board of Education and the public on the progress of all students and student subgroups in meeting the NJSLS as measured by the Statewide assessment system by publishing and distributing the NJDOE's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5.
2. After each test administration, the NJDOE shall report to the Board on the performance of all students and of student subgroups.

F. Parental Notification

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

Adopted:



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Political Activities

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[See **POLICY ALERT No. 226**]

3233 POLITICAL ACTIVITIES

The Board of Education recognizes and encourages the right of all citizens, including teaching staff members, to engage in political activity. **However,** ~~t~~The Board prohibits the use of school **grounds premises** and school time, ~~however,~~ for partisan political purposes.

The Board establishes the following guidelines to govern teaching staff members in their political activities:

1. A teaching staff member shall not engage in political activity on school **grounds premises** unless permitted in accordance with Board Policy No. 7510 - Use of School Facilities and/or applicable Federal and State laws;
2. A teaching staff member shall not post political circulars or petitions on school **grounds premises** nor distribute such circulars or petitions to students nor solicit campaign funds or campaign workers on school **grounds premises**;
3. A teaching staff member shall not display any material that would tend to promote any candidate for office on an election day ~~on in a~~ school **grounds facility** that **are** is used as a polling place;
4. A teaching staff member shall not engage in any activity in the presence of students while on school **grounds property**, which ~~aetivity~~ activity is intended and/or designed to promote, further or assert a position(s) on labor relations issues.

In accordance with N.J.S.A. 18A:6-8.1., a ~~A teaching~~ **certificated** staff member employed by this district who is a member of the Senate or General Assembly of the State of New Jersey shall be entitled to time off from school district duties, without loss of pay, during the periods of **the teaching staff member's** ~~his/her~~ attendance at regular or special sessions of the legislature and hearings or meetings of any legislative committee or commission.



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In accordance with N.J.S.A. 18A:6-8.2., a A teaching certified staff member employed by this district who is a member of the Board of **County Commissioners Chosen Freeholders** of any county of New Jersey shall be entitled to time off from **the teaching staff member's his/her** duties, without pay, during the periods of **the teaching staff member's his/her** attendance at regular or special meetings of the Board of **County Commissioners** and of any committee thereof and at such other times as **the teaching staff member he/she** shall be engaged in performing the necessary functions and duties of **the teaching staff member's his/her** office as a member of the Board of **County Commissioners**.

No other teaching staff member who holds elective or appointive office is so entitled to time off, except as such time off may be provided for by Board policy or negotiated agreement.

The provisions of this **P**olicy do not apply to the discussion and study of politics and political issues appropriate to the curriculum, the conduct of student elections, or the conduct of employee representative elections.

Nothing in this Policy shall be interpreted to impose a burden on the constitutionally protected speech or conduct of a **teaching** staff member or a student.

N.J.S.A. 11:17-2

N.J.S.A. 18A:6-8.1.; 18A:6-8.2.; 18A:6-8.4.; 18A:42-4

N.J.S.A. 19:34-42

Green Township v. Rowe, Superior Court of New Jersey - Appellate Division
A-2528-98T5

Adopted:



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5460 HIGH SCHOOL GRADUATION

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation in accordance with N.J.A.C. 6A:8-5.1 et seq. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma and has met the requirements for graduation.

As defined in N.J.A.C. 6A:8-1.3, “credit” means the award for the equivalent of a class period of instruction, which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2 and A.1.b. below.

A. High School Graduation Requirements – N.J.A.C. 6A:8-5.1

1. For a State-endorsed diploma, the Board shall develop, adopt, and implement graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century, and that include the following:
 - a. A graduating student must have earned a minimum of 150 credits in courses designed to meet all of the New Jersey Student Learning Standards (NJSLS), including, but not limited to, the following credits:
 - (1) 20 credits in English language arts aligned to grade nine through twelve standards;
 - (2) 15 credits in mathematics, including Algebra I or the content equivalent; geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers;



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- (3) 15 credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course;
 - (4) 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;
 - (5) 2.5 credits in financial, economic, business, and entrepreneurial literacy;
 - (6) 5 credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;
 - (7) 5 credits in visual and performing arts;
 - (8) 5 credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2) and A.1.b.(2)(b) below;
 - (9) Technological literacy, consistent with the NJSLS, integrated throughout the curriculum;
 - (10) 5 credits in 21st century life and careers, or career-technical education; and
 - (11) Electives as determined by the high school program sufficient to total a minimum of 150 credits.
- b. The 120-credit requirement set forth in N.J.A.C. 6A:8-5.1(a)1. and in A.1.a. above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of individualized learning opportunities, as follows:



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- (1) The district shall establish a process to approve individualized student learning opportunities that meet or exceed the NJSLS.
 - (a) Individualized student learning opportunities in all NJSLS areas include, but are not limited to, the following:
 - (i) Independent study;
 - (ii) Online learning;
 - (iii) Study abroad programs;
 - (iv) Student exchange programs; and
 - (v) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
 - (b) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the NJSLS shall:
 - (i) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
 - (ii) Include demonstration of student competency;
 - (iii) Be certified for completion based on the district process adopted according to N.J.A.C. 6A:8-5.1(a)2.ii. and A.1.b.(2) below; and
 - (iv) Be on file in the school district and subject to review by the Commissioner of Education or designee.



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- (c) Group programs based upon specific instructional objectives aimed at meeting or exceeding the NJSLs shall be permitted and shall be approved in the same manner as other approved courses.
- (2) The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the NJSLs at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated at N.J.A.C. 6A:8-5.1(a)2 and A.1.b. above. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.
 - (a) The district shall choose assessments that are aligned with or exceed the NJSLs and may include locally designed assessments.
 - (b) The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the NJSLs:
 - (i) The Standards-based Measurement of Proficiency (STAMP) online assessment;
 - (ii) The ACTFL Oral Proficiency Interview (OPI) or the Modified Oral Proficiency Interview (MOPI); or
 - (iii) New Jersey Department of Education-approved locally designed competency-based assessments.



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(3) The district shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions.

(a) The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the NJSLS.

c. Local student attendance requirements;

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

None

;

e. Any statutorily mandated requirements for earning a high school diploma;

f. The requirement that all students demonstrate proficiency by achieving a passing score on the English Language Arts (ELA) and mathematics components of the State graduation proficiency test or through the alternative means at N.J.A.C. 6A:8-5.1(h) and A.7. below, if applicable, or for students who take the State graduation proficiency test but do not achieve a passing score through the alternative means set forth at N.J.A.C. 6A:8-5.1(g) and (i) and A.6. and A.8. below:

(1) Students in the graduating classes of 2019, 2020, 2021, and 2022 shall be required to demonstrate proficiency by achieving a passing score on the high school end-of-course PARCC assessments in ELA 10 and Algebra I or through alternative means set



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forth at N.J.A.C. 6A:8-5.1(f), (h), and (i) and A.5., A.7., and A.8. below.

- g. For students who have not demonstrated proficiency on the ELA and/or mathematics components of the State graduation proficiency test, the opportunity for the following will be provided:

- (1) Remediation, pursuant to N.J.S.A. 18A:7C-3.; and
- (2) One or more additional opportunities to demonstrate proficiency on the State graduation proficiency test, pursuant to N.J.S.A. 18A:7C-6; and

- h. Students graduating from an adult high school shall demonstrate proficiency in the ELA and mathematics components of the State graduation proficiency test, or through alternative means set forth at N.J.A.C. 6A:8-5.1(f) through (i) and A.5. through A.8. below.

2. In the development of Personalized Student Learning Plans according to N.J.A.C. 6A:8-3.2(a), the district shall actively encourage all students who have otherwise met the requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a)1 through 3 and A.1.a. through A.1.c. above, to include in their programs of study the following additional credits:

- a. Five credits in mathematics during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;
- b. Five credits in a laboratory science during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;
- c. Five credits in social studies during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers; and
- d. Five credits in world languages during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers.



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3. The district shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through Quality Single Accountability Continuum (QSAC) and update the district's filed copy each time the graduation policy is revised.
4. The district shall provide each student entering high school and their parents with a copy of the district's requirements for a State-endorsed diploma and the programs available to assist students in attaining a State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.
5. To ensure adequate transition to the new Statewide assessment systems, the district shall provide students in the graduating classes of 2018, 2019, 2020, 2021, and 2022 who have not demonstrated proficiency on the high school end-of-course PARCC assessments in ELA 10 and Algebra I with the opportunity to demonstrate competence through one of the alternative means set forth below:
 - a. For the graduating classes of 2018, 2019, 2020, 2021, and 2022, students who did not take the ELA 10 and the Algebra I end-of-course PARCC assessment or who take but do not achieve a passing score on both assessments, as required by N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, may satisfy the State requirement to demonstrate proficiency in English language arts and/or mathematics in one of the following ways:
 - (1) Achieve a passing score, as determined by the Commissioner of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or
 - (2) Meet the criteria of the portfolio appeals process.
6. For students in the graduating classes of 2023, 2024, and 2025, the alternative means referenced at N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above shall be as follows:



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- a. Achieve a passing score, as determined by the Commissioner of Education and approved by the New Jersey State Board of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable; and/or
 - b. Demonstrate proficiency through the portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3.
 7. All English language learners (ELLs) shall satisfy the requirements for high school graduation, except ELLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a New Jersey Department of Education-approved, English fluency assessment.
 8. Students, including students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities, are not required to participate in repeated administrations of high school assessment components required at N.J.A.C. 6A:8-4.1(c).
 9. For students in the graduating classes of 2019, 2020, 2021, and 2022, the New Jersey Department of Education (NJDOE) shall consider high school end-of-course State assessments to be equivalent to the corresponding high school end-of-course PARCC assessments.
- B. High School Diplomas – N.J.A.C. 6A:8-5.2
1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), (c), or N.J.A.C. 6A:8-5.2(d) and A.1 above, C.1. below, or B.4. below.
 2. The Board shall not issue a high school diploma to any student not meeting the criteria specified in the rule provisions referenced in B.1. above.
 - a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty or until the requirements for a State-endorsed diploma have been met, whichever comes first.



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- b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements but has failed to pass the State proficiency test to demonstrate proficiency through alternative means as set forth at N.J.A.C. 6A:8-5.1(a)6 through N.J.A.C. 6A:8-5.1(i) and in A.1.f. through A.8. above, as applicable, pursuant to the standards applicable to the student's graduating class. Students in graduating classes prior to 2018 shall demonstrate proficiency as set forth for the classes of 2018 through 2022 at N.J.A.C. 6A:8-5.1(f)1 and A.5.a. above. Upon certification of passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8 and this Policy, a State-endorsed diploma shall be granted by the high school of record.
3. Pursuant to N.J.A.C. 6A:20-1.4, the Commissioner of Education shall award a State-issued high school diploma based on achieving the Statewide standard score on the General Education Development test (GED) or other adult education assessments to individuals age sixteen or older who are no longer enrolled in school and have not achieved a high school credential.
4. The Commissioner of Education shall award a State-issued high school diploma to individuals age sixteen or older and no longer enrolled in high school based on official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education. Included in the thirty general education credits must be a minimum of fifteen credits with at least three credits in each of the five general education categories as follows: English; mathematics; science; social science; and the humanities.
5. The Board shall award a State-endorsed high school diploma to any currently enrolled student, regardless of grade level, who:
 - a. Has demonstrated proficiency in the State graduation proficiency test, pursuant to N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, or as set forth at N.J.A.C. 6A:8-5.1(g) and A.6. above:
 - (1) The Board shall award a State-endorsed high school diploma to any currently enrolled student in the graduating classes of 2019, 2020, 2021, and 2022



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who has demonstrated proficiency in the high school end-of-course PARCC assessments in ELA 10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f) and in A.5. above;

- b. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and
 - c. Has formally requested such early award of a State-endorsed high school diploma.
6. Pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3, the Superintendent shall report annually to the Board at a public meeting not later than September 30, and to the Commissioner of Education:
- a. The total number of students graduated;
 - b. The number of students graduated under the substitute competency test process;
 - c. The number of students graduated under the portfolio appeals process;
 - d. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their individualized education programs (IEP);
 - e. The total number of students denied graduation from the twelfth grade class; and
 - f. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course PARCC assessments, the State graduation proficiency test, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.

C. Students with Disabilities – N.J.A.C. 6A:8-5.1(c) and N.J.A.C. 6A:14-4.11

- 1. Through the IEP process set forth at N.J.A.C. 6A:14-3.7 and pursuant to N.J.A.C. 6A:14-4.11, the Board may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined at N.J.A.C. 6A:14-1.3.



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- a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.
 - b. The district shall develop and implement procedures for assessing whether a student has met the specified alternate requirements for graduation individually determined in an IEP.
2. The IEP of a student with a disability who enters a high school program shall specifically address the graduation requirements. The student shall meet the high school graduation requirements pursuant to N.J.A.C. 6A:8-5.1 and A. above, except as specified in the student's IEP. The IEP shall specify which requirements would qualify the student with a disability for the State-endorsed diploma issued by the Board responsible for the student's education.
3. Graduation with a State-endorsed diploma is a change of placement that requires written notice pursuant to N.J.A.C. 6A:14-2.3(f) and (g).
 - a. As part of the written notice, the parent shall be provided with a copy of the procedural safeguards statement published by the NJDOE.
 - b. As with any proposal to change the educational program or placement of a student with a disability, the parent may resolve a disagreement with the proposal to graduate the student by requesting mediation or a due process hearing prior to graduation.
 - c. In accordance with N.J.A.C. 6A:14-3.8(d), a reevaluation shall not be required.
 - d. When a student graduates or exceeds the age of eligibility, the student shall be provided a written summary of their academic achievement and functional performance prior to the date of the student's graduation or the conclusion of the school year in which the student exceeds the age of eligibility. The summary shall include recommendations to assist the student in meeting their postsecondary goals.



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4. If a student attends a school other than that of the school district of residence that is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.
 - a. If the school the student is attending declines to issue a diploma to the student, the Board of the school district of residence shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.
5. If the Board grants an elementary school diploma, a student with a disability who fulfills the requirements of their IEP shall qualify for and receive a diploma.
6. Students with disabilities who meet the standards for graduation according to N.J.A.C. 6A:14-4.11 and C. of this Policy shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

[Optional]

D. State Seal of Biliteracy – N.J.A.C. 6A:8-5.3

1. The Board may award a State Seal of Biliteracy to any student who has met all requirements in N.J.A.C. 6A:8-5.2 and B. above and demonstrates proficiency in the following:
 - a. One or more world languages via an approved assessment pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. below during the student's next to last or final year of high school; and
 - (1) Pursuant to N.J.S.A. 18A:7C-15, a foreign language other than English also shall include, but not be limited to, American Sign Language, Latin, and Native American languages.
 - b. English language arts as set forth in N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above.
2. A Board that chooses to award the State Seal of Biliteracy shall incorporate the process into the developed, adopted, and implemented Policy 5460 – High School Graduation pursuant to



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N.J.A.C. 6A:8-5.1(a) and A.1. above, denoting participation in the voluntary program. A Board choosing to participate shall submit, in accordance with N.J.A.C. 6A:8-5.1(d) and A.3. above, a copy of Policy 5460 – High School Graduation that reflects the option for students to participate in the State Seal of Biliteracy.

3. The Board of Education **shall pay the** for related assessments and transcript insignias.
4. The Board of Education shall do the following:
 - a. Provide the NJDOE with information regarding students who qualify for the State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3(a) and D.1. above;
 - b. Present each student who qualifies pursuant to D.1. above with a New Jersey Department of Education-issued certificate;
 - c. Include the Commissioner of Education-developed insignia on the student's transcript; and
 - d. Maintain appropriate records to identify students who have earned the State Seal of Biliteracy.
5. The Board shall not award a State Seal of Biliteracy to any student who does not meet the criteria in N.J.A.C. 6A:8-5.3(a) and D.1. above and shall not include the Commissioner of Education-developed insignia on the student's transcript.
6. A list of New Jersey Department of Education-approved, nationally recognized assessments and the Statewide scores necessary for a student to satisfy requirements for the State Seal of Biliteracy shall be set by a resolution approved by the New Jersey State Board of Education.
 - a. If an approved assessment, pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. above, does not exist for a particular language, the Board may administer a NJDOE-approved, locally designed proficiency-based assessment.]

N.J.S.A. 18A:7C-3; 18A:7C-5; 18A:7C-6, 18A:7C-7; 18A:7C-15; 18A:7E-3
18A:35-1; 18A:35-2; 18A:35-5; 18A:35-7; 18A:35-8

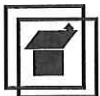
N.J.A.C. 6A:8-1.3; 6A:8-5.1 et seq.; 6A:14-1.3; 6A:14-2.3; 6A:14-3.7



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6A:14-3.8; 6A:14-4.11; 6A:20-1.4

Adopted:



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Joint Use of Facilities
Jan 22

[See POLICY ALERT No. 226]

7540 JOINT USE OF FACILITIES

The Board of Education **supports** ~~advocates~~ the joint expenditure of **school** district funds and municipal or county funds to provide ~~those~~ facilities from which the ~~entire~~ community, ~~children and adults alike~~, may derive benefits.

~~In accordance with this policy,~~ The Board may, as ~~the~~ opportunity or need arises and as it is entitled to do so by law, join with

 X the local municipal governing body

~~_____ each or all of the governing bodies of municipalities comprising the this school district~~

 X the Board of **County Commissioners** ~~Chosen Freeholders of the this~~ county

in acquiring, improving, equipping, operating, or maintaining jointly used facilities **in accordance with applicable law.**

N.J.S.A. 18A:20-19 et seq.; 18A:20-34

~~Cross reference: Policy Guide Nos. 9310, 9340~~

Adopted:



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OPERATIONS

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Bias Hate Crimes and Bias-Related Acts

Jan 22

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[See POLICY ALERT No. 226]

8465 BIAS HATE CRIMES AND BIAS-RELATED ACTS

The Board of Education is committed to providing a safe and healthy environment for all children in the school district. **Bias Hate** crimes and bias-related acts involving students can lead to further violence and retaliation. **Bias Hate** crimes and bias-related acts, by their nature are confrontational, inflame tensions, and promote social hostility and will not be tolerated by the school district. The School district employees will work closely with local law enforcement and the county prosecutor's office to report or eliminate the commission of **bias hate** crimes and bias-related acts.

Definitions

A "**bias hate crime**" means is any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race;; color;; **religion; gender; disability;; religion;** sexual orientation;; **gender identity or expression; national origin;** or ethnicity.

A "bias-related act" means is an act directed at a person, group of persons, private property, or public property that is motivated in whole or in part by racial;; gender;; disability;; religion; or sexual orientation;; **gender identity or expression; national origin;** or ethnic prejudice. A bias-related act need not involve conduct that constitutes a criminal offense.

All **bias hate** crimes are also bias-related acts, but not all bias-related acts will constitute a **bias hate** crime.

Required Actions

School employees shall immediately notify the Principal and the Superintendent or designee when in the ~~Whenever any school employee in the course of their his/her employment they develops reason to believe that (1) a bias hate crime or bias-related act has been committed or is about to be committed in accordance with N.J.A.C. 6A:16-6.3(e). on school property, or has been or is about to be committed by any student, whether on or off school property, and whether or not such offense was or is about to be committed during operating~~



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~~school hours, or (2) a student enrolled in the school has been or is about to become the victim of a hate crime, whether committed on or off school property or during operating school hours, the school employee shall immediately notify the Building Principal and Superintendent, who in turn,~~

The Superintendent or designee shall promptly notify the _____ local pPolice dDepartment and the bBias iInvestigation oOfficer for the county prosecutor's office **when a bias crime or bias-related act has been committed or is about to be committed in accordance with N.J.A.C. 6A:16-6.3(e)1.**

The Principal and the Superintendent or designee shall **immediately** notify the _____ local pPolice dDepartment and the **bias investigation officer for the** county prosecutor's office ~~immediately where~~ if there is reason to believe that a **bias hate crime or bias-related act** that involves an act of violence has been or is about to be physically committed against a student, or there is otherwise reason to believe that a life has been or will be threatened **in accordance with N.J.A.C. 6A:16-6.3(e)2.**

~~Whenever any school employee in the course of his/her employment has reason to believe that a bias-related act has been committed or is about to be committed on school property, or has been or is about to be committed by any student, whether on or off school property and whether or not such bias-related act was or is to be committed during operating school hours, the school employee should immediately notify the Building Principal and Superintendent, who in turn should promptly notify the _____ Police Department.~~

~~In deciding whether to refer the matter of a bias-related act to the _____ Police Department or the county prosecutor's office, the Building Principal and the Superintendent, should consider the nature and seriousness of the conduct and the risk that the conduct posed to the health, safety and well-being of any student, school employee or member of the general public. The Building Principal and Superintendent should also consider the possibility that the suspected bias-related act could escalate or result in some form of retaliation which might occur within or outside school property.~~



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It is understood a referral to the _____ **local pPolice dDepartment** or county prosecutor's office **pursuant to the Memorandum of Agreement between Education and Law Enforcement Officials** is only a transmittal of information that might be pertinent to a law enforcement investigation and is not an accusation or formal charge.

Unless the _____ **local pPolice dDepartment** or the county prosecutor's office request otherwise, the school district may continue to investigate a suspected **bias hate** crime or bias-related act occurring on school **grounds** ~~property~~ and may take such actions as necessary and appropriate to redress and remediate any such acts.

School officials will secure and preserve any such graffiti or other evidence of a suspected **bias hate** crime or bias-related act pending the arrival of the _____ **local pPolice dDepartment** or the county prosecutor's office. The school officials, **where** ~~when~~ feasible, will cover or conceal such evidence until the arrival of the _____ **local pPolice dDepartment** or county prosecutor's office.

N.J.S.A. 2C:16-1

N.J.A.C. 6A:16-6.1 ~~et seq.~~; **6A:16-6.2**; 6A:16-6.3(e)

State Memorandum of Agreement approved by the Department of Law & Public Safety and the Department of Education

Adopted:



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Bias Hate Crimes and Bias-Related Acts

Jan 22

M

[See POLICY ALERT No. 226]

R 8465 **BIAS HATE CRIMES AND BIAS-RELATED ACTS**

A. Definitions

1. A **bias hate crime means** is any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race;; color;; **religion**; gender;; disability;; ~~religion~~; sexual orientation;; **gender identity or expression**; **national origin**; or ethnicity.
2. A bias-related act **means** is an act directed at a person, group of persons, private property, or public property that is motivated in whole or in part by racial;; gender;; disability;; religion;; sexual orientation;; **gender identity or expression**; **national origin**; or ethnic prejudice. A bias-related act need not involve **conduct** an act that constitutes a criminal offense.
3. All **bias hate crimes** are also bias-related acts, but not all bias-related acts will constitute a **bias hate crime**.

B. Procedure For Reporting **Bias Hate Crimes and Bias-Related Acts**

1. A school employee **shall immediately** ~~will~~ notify the **Building Principal and the Superintendent or designee when** ~~whenever~~ ~~the school employee,~~ in the course of **their** ~~his/her~~ employment, **they** develops reason to believe that:
 - a. A **bias hatecrime or a bias-related act** has been committed or is about to be committed on school **grounds** ~~property~~; ~~or~~
 - b. A **bias hatecrime or a bias-related act** has been or is about to be committed by ~~any student,~~ ~~whether~~ on or off school **grounds**, ~~property~~ and whether ~~or not~~ such offense was or is ~~about~~ to be committed during operating school hours; or
 - c. That ~~A~~ student enrolled in the school has been or is about to become the victim of a **bias hate crime or bias-related act**, ~~whether committed on or off school grounds, property or during~~ **operating** school hours.



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2. The ~~Superintendent or designee Building Principal~~ shall ~~promptly~~ will notify the ~~Superintendent, the~~ _____ ~~local pPolice dDepartment~~ and the ~~bBias iInvestigation oOfficer~~ for the county prosecutor's office ~~when a bias crime or bias-related act has been committed or is about to be committed on school grounds, or has been or is about to be committed by a student on or off school grounds, and whether such offense was or is to be committed during operating school hours, or a student enrolled in the school has been or is about to become the victim of a bias crime or bias-related act on or off school grounds, or during operating school hours.~~
3. The ~~Principal and the~~ Superintendent or designee shall ~~immediately~~ notify the _____ ~~local pPolice dDepartment~~ and the ~~bias investigation officer for the~~ county prosecutor's office ~~immediately where~~ if there is reason to believe ~~that a bias hate crime or bias-related act that involves an act of violence has been or is about to be physically committed against a student, or there is otherwise reason to believe that a life has been or will be threatened.~~

C. ~~Procedure For Reporting Bias Incidents~~

1. ~~A school employee should immediately notify the Building Principal whenever the school employee, in the course of his/her employment, develops reason to believe that:~~
 - a. ~~A bias-related act has been committed or is about to be committed on school property; or~~
 - b. ~~A bias-related act has been or is about to be committed by any student, whether on or off school property and whether or not such bias-related act was or is to be committed during school hours.~~
2. ~~The Building Principal will notify the Superintendent and the~~ _____ ~~Police Department.~~



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3. ~~In deciding whether to refer the matter of a bias-related act to the _____ Police Department or the county prosecutor's office, the Building Principal and the Superintendent, should consider:~~
 - a. ~~The nature and seriousness of the conduct; and~~
 - b. ~~The risk that the conduct posed to the health, safety and well-being of any student, school employee or member of the general public.~~
4. ~~The Building Principal will consult with the Superintendent and should consider:~~
 - a. ~~That the police department or the county prosecutor's office may possess, or have access to, other information that could put the suspected bias-related act in proper context, which could shed light on the motivation for the act or some other unsolved hate crime; and~~
 - b. ~~The possibility that the suspected incident could escalate or result in some form of retaliation that might occur within or outside school property.~~

CD. Nature of Referral

1. The mandatory referral for suspected or committed **bias** hate crimes and the presumptive referral for suspected or committed bias-related acts as described in **N.J.A.C. 6A:16-6.3(e)** and **this the R**regulation is only a request to the law enforcement agencies to conduct an investigation and is nothing more than the transmittal of information which may be pertinent to any such law enforcement investigation.
2. ~~Any referral in accordance with this regulation is not an accusation or formal charge.~~
3. ~~Any referral pursuant to this regulation is predicated on the basis of reasonable suspicion, which is less than probable cause, less than the proof sufficient to sustain an adjudication of delinquency or a finding of guilt in a court of law and less than the proof sufficient to justify the imposition of school discipline.~~



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4. ~~All doubts by school officials should be resolved in favor of referring a matter to the _____ Police Department or the county prosecutor's office.~~

DE. Concurrent Jurisdiction

1. Unless the _____ **local pPolice dDepartment** or the county prosecutor's office request otherwise, ~~the school officials district~~ may continue to investigate a suspected **bias** hate crime or bias-related act occurring on school **grounds property** and may take such actions as necessary and appropriate to redress and remediate any such acts.
2. The ~~Sschool~~ officials will **immediately** discontinue **any ongoing school the in-school** investigation if the _____ **local pPolice dDepartment** or the county prosecutor's office believe the school investigation could jeopardize an on-going law enforcement investigation or otherwise endanger the public safety.
 - a. **Upon notice provided in D.2. above, school officials will take no further action without providing notice to and receiving the assent of the local police department or the county prosecutor's office.**

EF. Preservation of Evidence

1. School officials will secure and preserve any such graffiti or other evidence of a suspected **bias hate** crime or bias-related act pending the arrival of the _____ **local pPolice dDepartment** or the county prosecutor's office.
2. The school officials, when feasible, will cover or conceal such evidence until the arrival of the _____ **local pPolice dDepartment** or county prosecutor's office in a manner designed to minimize the harm and continued exposure to students by such evidence, ~~but that will not permanently damage or destroy such evidence or otherwise limit its utility in an ongoing investigation or prosecution.~~



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3. The _____ Police Department and/or the county prosecutor's office will photograph or otherwise document the location and content of any such graffiti or other bias-based evidence as soon as possible, so that the graffiti or other evidence may be removed or eliminated at the school district's earliest opportunity.

Issued:



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Jan 22
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[See POLICY ALERT No. 226]

9560 ADMINISTRATION OF SCHOOL SURVEYS

The Board of Education believes the administration of school surveys may be necessary and valuable to the educational program in the school district. The Board recognizes certain student information is personal and some students or parents may not want this information shared with the school district. Therefore, the Board shall ensure school surveys are administered in accordance with N.J.S.A. 18A:36-34 and 18A:36-34.1 and this Policy.

A. School Surveys, Certain, Parental Consent Required Before Administration – N.J.S.A. 18A:36-34

1. Unless the school district receives prior written informed consent from a student's parent and provides for a copy of the document to be available for viewing at convenient locations and time periods, the school district shall not administer to a student any academic or nonacademic survey, assessment, analysis, or evaluation which reveals information concerning:
 - a. Political affiliations;
 - b. Mental and psychological problems potentially embarrassing to the student or the student's family;
 - c. Sexual behavior and attitudes;
 - d. Illegal, anti-social, self-incriminating, and demeaning behavior;
 - e. Critical appraisals of other individuals with whom a respondent has a close family relationship;
 - f. Legally recognized privileged or analogous relationships, such as lawyers, physicians, and ministers;



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- g. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program; or
 - h. Social security number.
 - 2. The school district shall request prior written informed consent at least two weeks prior to the administration of the survey, assessment, analysis, or evaluation.
 - 3. A student shall not participate in any survey, assessment, analysis, or evaluation that concerns the issues listed in A.1. above and N.J.S.A. 18A:36-34.a. unless the school district has obtained prior written informed consent from the student's parent.
- B. Voluntary Survey for Students with Prior Parental Written Notification – N.J.S.A. 18A:36-34.1
 - 1. In accordance with N.J.S.A. 18A:36-34.1 and notwithstanding, N.J.S.A. 18A:36-34 and A. above, or any other law, rule, or regulation to the contrary, if the school district sends prior written notification to the parent of the student, the school district may administer an anonymous, voluntary survey, assessment, analysis, or evaluation to the student which reveals information concerning any of the following issues:
 - a. Use of alcohol, tobacco, drugs, and vaping;
 - b. Sexual behavior and attitudes;
 - c. Behaviors that may contribute to intentional or unintentional injuries or violence; or
 - d. Physical activity and nutrition-related behaviors.



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2. Written notification provided by the school district to the parent of the student shall be delivered to the parent by regular mail, electronic mail, or a written acknowledgement form to be delivered by the student at least two weeks prior to administration of the survey, assessment, analysis, or evaluation. Written notification shall contain, at minimum, the following information:
 - a. A description of the survey, assessment, analysis, or evaluation;
 - b. The purpose for which the survey, assessment, analysis, or evaluation is needed;
 - c. The entities and persons that will have access to the information generated by the survey, assessment, analysis, or evaluation;
 - d. Specific instruction as to when and where the survey, assessment, analysis, or evaluation will be available for parental review prior to its administration;
 - e. The method by which the parent can deny permission to administer the survey, assessment, analysis, or evaluation to the student; a form specifically providing for such denial shall be included with this notice;
 - f. The names and contact information of persons to whom questions can be directed; and
 - g. A statement advising that failure to respond indicates approval of participation in the survey, assessment, analysis, or evaluation.
3. Information obtained through a survey, assessment, analysis, or evaluation administered to a student in accordance with N.J.S.A. 18A:36-34.1 and B. above, shall be submitted to the New Jersey Department of Education and the New Jersey Department of Health. Information may be used to develop public health initiatives and prevention programs. Information shall not be used for marketing or other commercial purposes that are not related to student health.



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C. Violations – N.J.S.A. 18A:36-34.d.

A violation by the school district of N.J.S.A. 18A:36-34; 18A:36-34.1, and this Policy shall be subject to such monetary penalties as determined by the New Jersey Commissioner of Education.

D. Compliance with Federal Law

In addition to compliance with the provisions of N.J.S.A. 18A:36-34, 18A:36-34.1, and this Policy, the Superintendent or designee shall ensure compliance with the provisions of Policy 2415.05 – Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment before students are required to participate in a survey, analysis, evaluation, examination, testing, or treatment funded in whole or part by a program of the United States Department of Education that concerns one or more of the areas outlined in Policy 2415.05.

N.J.S.A. 18A:36-34; 18A:36-34.1

Adopted:



POLICY

MANASQUAN BOARD OF EDUCATION

Teaching Staff Members
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DRESS AND GROOMING

3216 DRESS AND GROOMING

The Board of Education is cognizant of rights of pupils and teachers to express their individuality through their attire. The Board also recognizes the value of tasteful and appropriate dress conducive to a dignified environment for learning and fostering of respect and discipline in the classroom. The Board observes that teachers serve as role models for children and help shape students' attitudes and values concerning neatness, pride, and cleanliness.

Balancing these factors, the Board has adopted a dress code for students and faculty that is minimally restrictive but sets reasonable standards for grooming and appearance during school hours and at school functions. The dress codes for employees and students are to be enforced fairly and impartially at all times, and shall be reviewed annually for reasonableness (under standards of generally accepted dress in business and social contexts consistent with changing community attitudes).

This dress code is adopted pursuant to the general rule-making authority of the Board of Education found in NJSA 18A:11-1 and 18A:27-4.

Responsibility for acceptable dress rests primarily with the employee as a professional. The faculty of the district shall be neatly attired and groomed while discharging their responsibilities to the district.

A. Teaching staff members shall be dressed professionally at all times. Acceptable grooming and attire combinations, at minimum, shall include the following during school hours: ~~meet the following criteria during school hours:~~

1. ~~Females shall wear skirts, slacks (or slack suits) with blouses or sweaters, or dresses.~~
2. ~~Males shall wear suits with shirt and tie; sport jacket with shirt and tie; turtleneck sweater, or shirt and sweater with slacks. Shirts shall have collars. (Unacceptable are tennis shirts, sweatshirts, pullover shirts, or other similar attire).~~
3. ~~All staff shall maintain clean and well-groomed hair styles.~~
4. ~~The Board recognizes temperatures may vary from room to room and facility to facility; accordingly, the Board shall rely primarily on the professional judgment of individual staff members to determine when the jacket or sweater may be removed in warm working conditions.~~



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5. ~~When, during the course of a working day, warm conditions in a particular room or facility indicate that removal of the jacket/sweater is appropriate, male teachers may wear a shirt without tie; however regardless which outer garment is removed, a tie will be worn at all times when members of the public are present (for parent teacher conferences, career day, orientation programs, etc.). The administration will provide notification of these events.~~

1. Tucked-in dress shirt and tie with slacks/dress pants, or;
2. Tucked-in dress shirt and sweater/sweater vest with slacks/dress pants, or;
3. Turtleneck and a sport jacket with slacks/dress pants, or;
4. Tucked-in collared shirt with Manasquan School District logo with slacks/dress pants, or;
5. Blouse or sweater and skirt, or;
6. Blouse or sweater and slacks/dress pants, or;
7. Dress.

B. Grooming **and attire** not acceptable during school hours:

1. Torn and/or dirty clothing;
2. Excessively tight-fitting clothing;
3. Dungarees or jeans made of denim (corduroy is permitted);
4. Any dress or grooming that would attract undue attention, create disruption, or potentially be unsanitary or dangerous;
5. Beachwear (~~plastic thongs~~ **flip-flops/sandals with no back**, beach jackets, swimwear, etc.);
6. Shorts ("shorts" shall mean Bermudas, cutoffs, hot pants, culottes that look like shorts, athletic shorts, or swimsuits);



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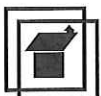
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7. Athletic footwear or sneakers (except for documented medical reasons);
8. See-through blouse, halter tops, or midriff/crop top;
9. Graphic T-shirts;
10. Warm-up or sweat-suits;
11. Hats within a school building;
12. Sunglasses within a school building (except for documented medical reasons).

C. Special rules or exclusions from the above:

1. ~~The Physical Education~~ Dance Teachers Department: physical education/dance health teachers may wear clothing appropriate to their subject area. This includes athletic jackets, t-shirts, pullover shirts, shorts, culottes, jogging suits, warm-ups, and appropriate footwear.
2. ~~The Vocational/Art/Science Teachers Education~~ Department: shop Vocational/Art/Science teachers may wear smocks, shop aprons, coveralls or other protective attire with shirts and neckties (if appropriate for the area). Safety equipment such as glasses, goggles, protective leather sleeves or chaps, hard-hats, etc. shall be worn as required by regulations, statute, or policy. Protective clothing such as smocks, lab coats, and/or aprons may be worn as needed by teachers in laboratory sciences, art, home economics, employment orientation, or nursing. Eye protection shall be worn as indicated/required.
3. ~~Other classes: protective clothing such as smocks, lab coats, and/or aprons may be worn as needed by teachers in laboratory sciences, art, home economics, employment orientation, or nursing. Eye protection shall be worn as indicated/required.~~
4. ~~Other employees: employees involved in cafeteria work, transportation, maintenance, and/or custodian duties shall wear appropriate clothing to accommodate their working conditions (as determined by contract provisions or the supervisor)~~



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3. Dress standards may be modified by the building Principal on days of delayed opening due to inclement weather. This modification recognizes that staff members may have to shovel snow to arrive at work in a timely manner. Standards may also be modified by the building principal in times of excessive heat or cold.
 4. Special event days (i.e. jeans days, school spirit days, Halloween, field days, field trips, or special fundraising events) scheduled and approved in advance by the building Principal may permit more casual attire in keeping with the theme or program. Clothing unrelated to the school activity are not permitted.
- D. Prior approval: if any employee is uncertain as to appropriateness of a garment, a brief written description of the clothing in question should be submitted to the Superintendent. their principal who will advise as to the acceptability of the garment in a timely manner. The Superintendent shall respond, in writing, to the employee within three days if the answer is in the negative. The employee may appeal the decision to the Board of Education at their next regularly scheduled meeting, upon three days written notice to the School Business Administrator/Board Secretary.
- E. Coaching Staff: During inter-district athletic competitions, coaching staff members must follow the dress code detailed in Section A of this policy, or, wear khaki shorts/pants with a school logoed shirt approved by the Athletic Director.
- E.F. Enforcement: a faculty teaching staff member who violates the dress code will be issued a letter of reprimand by the Building Principal, a copy of which will be placed in the employee's personnel file. Upon the third letter of reprimand, the superintendent may recommend to the Board that appropriate disciplinary measures be taken. The discipline may include salary increment withholding, charges of insubordination, or other sanctions as allowed by law.
- F.G. Severability: this dress code is deemed severable. If any section is found to be unreasonable or void by a forum of competent jurisdiction, only that section shall be deemed deleted.

N.J.S.A. 18A:27-4

Adopted: 14 June 2011

Amended: 8 February 2022



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[See POLICY ALERT No. 226]

**[MANDATED FOR SCHOOL DISTRICTS WITH A MIDDLE SCHOOL
AND/OR HIGH SCHOOL AND OPTIONAL FOR SCHOOL DISTRICTS
WITH ONLY AN ELEMENTARY SCHOOL(S)]**

5541 ANTI-HAZING

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Hazing is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. The Board of Education prohibits acts of hazing and adopts this Policy against hazing in accordance with N.J.S.A. 18A:37-32.2. The provisions of this Policy apply to **high school** and/or **elementary school(s)** in the school district.

"Hazing" in a school setting includes, but is not limited to, conduct by an individual(s) who is a member and/or representative of a school-sponsored student organization, club, or athletic team where such individual(s) conditions a student's acceptance as a member into such group on whether the student engages in activities that are humiliating, demeaning, intimidating, and exhausting to the student.

N.J.S.A. 2C:40-3.a. indicates hazing may also include, but is not limited to, the conduct outlined below:

1. An individual(s) causes, coerces, or otherwise induces a student to commit an act that violates Federal or State criminal law;
2. An individual(s) causes, coerces, or otherwise induces a student to consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm or is otherwise deleterious to the student's health;
3. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a physical nature, including, but not limited to, whipping, beating, branding, excessive calisthenics, or exposure to the elements;



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4. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a mental or emotional nature, including, but not limited to, activity adversely affecting the mental or emotional health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment;
5. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a sexual nature; or
6. An individual(s) subjects a student to any other activity that creates a reasonable likelihood of bodily injury to the student.

Board of Education members, school employees, and contracted service providers are required to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding such an incident. Students, parents, volunteers, or visitors are encouraged to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident.

Any report of an alleged incident of hazing shall be immediately investigated by the Principal or designee in accordance with procedures used to investigate alleged violations of the Student Discipline/Code of Conduct and Policy and Regulation 5600. A Principal or designee who receives a report of an alleged incident of hazing and fails to initiate or conduct an investigation and fails to minimize or eliminate the hazing may be subject to disciplinary action.

The Principal or designee may identify behavior when investigating an alleged incident of hazing indicating harassment, intimidation, or bullying (HIB) pursuant to N.J.S.A. 18A:37-14 et seq. – the New Jersey Anti-Bullying Bill of Rights Act (ABR). If the Principal or designee identifies behavior indicating HIB, the Principal or designee shall ensure a separate investigation is conducted in accordance with the ABR and Policy 5512.



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The Superintendent or designee shall report to local law enforcement any hazing incident that rises to the level of mandatory reporting under the “Uniform Memorandum of Agreement Between Education Officials and Law Enforcement Officials” or any other agreement between local law enforcement and the school district pursuant to N.J.A.C. 6A:16-5.1(b).

Hazing that involves the participation of a coach, teacher, or other adult may constitute child abuse and shall be addressed in accordance with N.J.S.A. 18A:36-25 and Policy and Regulation 8462.

The Board shall enforce any penalty for violation of this Policy in accordance with the student code of conduct and Policy and Regulation 5600, or any other applicable Board Policy or Regulation. In accordance with N.J.S.A. 18A:37-32.3 appropriate penalties for a violation of this Policy may include, but are not limited to:

1. Withholding of diplomas or transcripts pending compliance with the rules;
2. Rescission of permission for the organization or group whose student member(s) are being penalized under this Policy, to operate on school property or to otherwise operate under the sanction or recognition of the school district; and
3. The imposition of probation, suspension, dismissal, or expulsion of a student member(s).

Any discipline instituted in response to a violation of this Policy may be in addition to discipline for a violation of Policy 5512, Policy and Regulation 5600, and any other applicable Board Policy and Regulation.

The school district shall ensure that students are informed of this Policy, including the rules, penalties, and program of enforcement under this Policy. This Policy shall be posted on the school district’s publicly accessible Internet website.

N.J.S.A. 18A:36-25; 18A:37-13.2; 18A:37-14 et seq.; 18A:37-32.2;
18A:37-32.3
N.J.A.C. 6A:16-5.1

Adopted:



MANASQUAN SCHOOL DISTRICT

The Reflective Practice Protocol for Highly Effective Teacher

Rationale:

- more flexibility in evaluating highly effective teachers
- needs of a new/novice teacher to grow professionally differ significantly from those of an experienced and/or highly effective teacher.
- evaluation models should reflect the varying levels of expertise and need which teachers have
- ensures that the most effective teachers are provided the tools to continue developing and refining their practices
- substituting in-person classroom observations with teacher-collected video proved more valuable as teachers were more self-critical and more likely to describe specific changes in their teaching practice (Harvard's *Best Foot Forward* Project)
- research conducted in 16 New Jersey districts (*Innovation through Observation*) validated the national findings

Pilot Participants	Of the Pilot Evaluation System Teachers Say*
93%	They feel more ownership in improving their teaching
91%	Their teaching is being accurately evaluated
91%	The pilot system has helped them pinpoint specific things to improve instruction.
92%	In the long run, students will benefit from this method of evaluation.

"If a tenured teacher was rated highly effective on his or her most recent summative evaluation, one of the two required observations may be an observation of a Commissioner-approved activity other than a classroom lesson." (NJAC 6A:10-4.4.3.i)

There are three evaluation options available to highly effective teachers

- Reflective Practice Protocol
- Cooperating Teachers
- Pursuing National Board Certification or Recertification

As we have in every year since 2017-2018, the Manasquan School District will make the **REFLECTIVE PRACTICE PROTOCOL** option available to tenured teachers who earned a highly effective score on their most recent summative report.

Parameters

- Participation in this protocol is optional and based on mutual agreement of the participating teacher and his or her direct supervisor.
- The Reflective Practice Conference between the teacher and supervisor will **replace one traditional, announced classroom observation (long observation)**. Participating teachers must

still receive at least one traditional, unannounced classroom observation as part of the Teacher Practice rating.

- As with any announced classroom observation, teachers should receive pre- and post-conferences for the Reflective Practice Conference.
- The Reflective Practice Conference will be based on teacher reflection in several required components. Administrators are responsible for conducting and scoring the conference based on available evidence.
- As when multiple traditional observations are used to provide a practice score, districts must use the Reflective Practice Conference plus any traditional observations to produce a practice rating that contributes to a 1.0-4.0 summative score.

Required Components: The Reflective Practice Protocol replaces one traditional, announced observation. Each of the following components is required for participating in the Reflective Practice Protocol and informs the reflective conference. Supervisors and teachers may agree beforehand to focus more heavily on certain components, but the specifics of the required activities should be agreed upon before embarking on this evaluation option.

- Video Capture – one of the most powerful tools for self-reflection, planning and instructional growth; purpose: reflect on video of a lesson(s) or segments of lessons determined by teacher with direct supervisor approval; sharing the video with the supervisor or using it solely for self-reflection will be decided by the evaluator and teacher
- Student Voice – reflect on feedback from students through the district-created online student survey.
- Student Performance – reflect on student progress toward academic goals (SGOs, school/department assessments, unit-based assessments).

PLUS

- 1 Traditional Short (unannounced) Observation –reflect on either the information collected from at least one unannounced evaluator-conducted classroom observation

Optional Components The following components are optional for participating in the Reflective Practice Protocol. These options provide additional peer and administrator feedback that a teacher can use to further learn about and improve his or her practice.

- Collaborative Peer– reflection on peer or team observations that are not evaluative in nature.
- District or School Walkthrough– reflection on aggregate information and its relationship to individual practice.

Determining a Practice Score and Summative Rating

For teachers using the Reflective Practice Protocol, the teacher practice score (1.0-4.0) is derived from scores on at least one traditional classroom observation and the reflective conference. The reflective conference, consisting of reflection on four required components – video capture, student voice, traditional observation and student performance data will be scored according to a rubric. The weight of the Reflective Practice Protocol in calculating a teacher practice score will equal that of a long, announced observation.

Manasquan Reflective Practice Teacher Rubric

Teacher Reflective Practice Protocol Rubric

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Video Capture Lessons	Teacher provides thoughtful information concerning pedagogical strengths & areas of focus according to the teacher practice instrument. He/she recognizes the changes made in instruction and highlights the impact of those changes, along with any further adjustments needed.	Teacher provides thoughtful information concerning pedagogical areas of strengths & areas of need according to the teacher practice instrument. He/she highlights some changes in instruction but should monitor the impact more.	Teacher provides basic insights concerning pedagogical areas of strength & needed focus according to the teacher practice instrument. Further work should be done connecting observation to change in practice & impact.	Teacher provides basic information concerning video capture observations but hasn't connected those observations to instruction change or to the teacher practice instrument.
Student Performance	Teacher provides insights about student progress toward academic goals while hypothesizing causes for student success and strategies for addressing areas of need.	Teacher provides insights on student progress toward academic goals while hypothesizing causes for student success, but does not outline strategies for areas of need.	Teacher provides insights on student progress toward academic goals but does not hypothesize causes for student success.	Teacher provides a list of student grades with no connection to academic goals.
Classroom Observations	Teacher connects insights from the classroom observation to their observations of practice with a focus on how progress has been made in key areas of strength and weakness.	Teacher connects insights from the administrator-conducted observation to observations of practice with a focus on how progress has been made in areas of focus.	Teacher connects insights from the administrator-conducted observation to observations, but lacks delineation between areas of strengths and weaknesses.	Teacher doesn't connect observation from the administrator-conducted observation to observation of practice.
Student Surveys	Teacher highlights areas of strength and need from a student survey and provides ideas for addressing areas of strength and strategies for addressing areas of need.	Teacher highlights areas of strength and focus from a sample of students that completed a survey and provides a hypothesis for areas of strength.	Teacher highlights areas of strength and focus from a sample of students that completed a survey and provides a hypothesis for areas of strength.	Teacher provides a summary of student survey results without highlighting areas of strength or need.

	Highly Effective(4)	Effective(3)	Partially Effective(2)	Ineffective(1)
Connected Reflection of All Sources	Teacher and administrator identify areas of strength and need and agree to specific strategies that build on strengths and address needs. A plan is developed for teacher to monitor progress and discuss at the next reflective check-in, post-conference or summative conference.	Teacher and administrator identify BOTH prevalent areas of strength and needed focus from all sources.	Teacher and administrator identify only prevalent areas of weakness gathered from a minimal amount of sources.	Teacher and administrator haven't integrated all information gathered from sources of reflection to identify prevalent areas of strength and needed focus.

NJDOE English Language Learner Three-Year Plan Submission Form

Printable PDF version

New Jersey's Administrative Code (N.J.A.C. 6A-15-1.6) requires that school districts, "providing a bilingual program, English as a second language (ESL) program, or English language services (ELS) shall submit a plan every three years to the Department of Education for approval."

Instructions:

1. The homeroom application will be available from December 1, 2021 through February 28, 2022.
2. This submission will include the district's plan for the 2021-2024 school years.
3. This is a 2-part submission:
 - a. Complete the Three-Year Plan Form.
 - b. Upload dated board-approved minutes in Homeroom.
 - c. You will receive instructions on how to upload the board approved minutes after you click submit.
4. Each response should be informed by available data.
5. All questions are required; you will receive an error message if any questions are left blank.
6. You may change your responses at any time; use the back and next buttons to toggle between sections.
7. Once you have carefully reviewed each section of your response, click the "submit" button.
8. Once you click "submit" you will not be able to edit the form responses.

Supporting Documents – Download documents from Homeroom:

- Instructions document.
- Printable PDF version of the electronic Forms application.
 - Print the PDF and complete a hard copy.
 - Obtain Chief School Administrator approval and signature (electronic signatures are acceptable).
- Submit to the district board of education for approval.
- Reference document with hyperlinks for sources in each section.

Section 1

Entity Type

1. Select your entity type:
 - Traditional school district, including Education Service Commissions and Jointures ☒
 - Charter school or Renaissance School Project

Section 2

County of District

2. Select the county where your district is located. **Monmouth**

Section 3-24

3. Select your district. **Manasquan**

Section 25

Contact Information

25. Enter the Bilingual/ESL Point of Contact Name
Enter your answer **Megan Manetta**
26. Enter the email address for the Bilingual/ESL Point of Contact
Enter your answer **mmanetta@manasquan.k12.nj.us**
27. Enter the Chief School Administrator/Charter School Lead Person Name
Enter your answer **Dr. Frank Kasyan**
28. Enter the date of Board Approval for the Three-Year Plan (SY 2021-2024). [Note: Enter an anticipated date, if necessary. After the board meeting has occurred, ensure the correct date is entered before final submission.]

Please input date in format of m/d/yyyy **2/8/2022**

Section 26

Background

Purpose

In 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA). ESSA includes provisions to ensure:

- English Language Learners (ELLs) and immigrant students succeed academically.
- ELLs are provided high quality language instruction educational programs (LIEPs).
- ELLs meet both state academic standards and develop English language proficiency.

Goal

The overall goal of the three-year planning process is to ensure an equitable and appropriate educational learning environment for students who are in the process of learning academic English. This goal is accomplished by:

- Increasing the number of ELLs who achieve English language proficiency (ELP).
- Ensuring equitable access to all programs and services in school for ELLs (ESSA §§3001 and N.J.A.C. 6A:15).
- Providing schools with a framework for using data.
- Informing district policies and classroom practices, including effective instruction for ELLs.
- Providing a guide for districts to analyze and review data that relates to ELLs.
- Identifying trends and develop goals that will enable ELLs to succeed academically and linguistically.
- Aligning funding sources to ensure educators have the tools and skills to instruct ELLs.
- Ensuring alignment of program practices with the district's vision for student success.
- Articulating which LIEPs the district is implementing for ELLs for the next three years.

Section 27

Regulatory Requirements

N.J.A.C. 6A:15 Bilingual Education Regulations require that school districts submit a three-year plan outlining the programs and services they are providing for ELLs. The three-year plan must contain the following components:

- A. Identification of students.
- B. Program description.
- C. The number of certified staff hired for the program.
- D. Bilingual and ESL curriculum development.
- E. Evaluation design.
- F. Review process for exit.
- G. A budget for the bilingual and ESL program or English language services.

For further information see the following regulations: N.J.A.C. 6A:32.; P.L. 2007, c. 260; N.J.A.C. 6A:13.

Additional Resource References (Download reference document in Homeroom)

- Implementing ELL Program Services in New Jersey.
- Castañeda v. Pickard, 1981.
- New Jersey Tiered Systems of Support (NJTSS) essential components.
- NJTSS One-Page Brief.

Section 28

A. Identification

For ELLs, the identification process must include measures of both content and language proficiency and development. Educators must be mindful of the screening tools used to ensure they are culturally and linguistically appropriate. The content area classroom teacher should consult with the bilingual/ESL teacher to ensure that screening tools are appropriate, including whether accommodations are needed. ELLs should also participate in school universal screening or benchmark assessments administered to all students.

Other sources of data may contextualize results from a screening tool. Other sources may include but are not limited to:

- Intake interviews in home language and English.
- Screening in home language and English.
- Grade level meeting notes.
- Academic achievement data (in home language and English).
- WIDA ACCESS for ELLs scores (composite and domain scores).
- Cumulative school records (previous schooling information).
- Cultural background information.

Citation: (ESSA §§ 3111 (b)(2)(A) and N.J.A.C. 6A:15-1.3(a)(b)2)

Resource Reference: NJDOE ELL Entry and Exit Requirements (May 2021)

29. Who is responsible for overseeing the ELL identification process?

- Bilingual ESL Director or Supervisor ☒
- Bilingual/ESL Lead Teacher
- Content Area Supervisor
- District Intake Center
- Front Office Staff
- No one assigned
- Other

30. How is the home language survey (HLS) completed? Select all that apply.

- At home self-report
- Over the phone interview
- In-person interview ☒
- Not administered
- Other

31. In what language is the HLS completed?

- Home language
- English
- Both ☒
- Not administered

32. Who conducts the Records Review Process (NJDOE ELL Entry and Exit: Step 2 of the ELL Identification process)? (Select all that apply).

- Bilingual/ESL Director or Supervisor ☒
- Bilingual/ESL Lead Teacher
- Bilingual/ESL Teacher ☒
- General Education Administrator ☒
- General Education Teacher
- Basic Skills Teacher
- Step 2 is not completed in the district
- Not Sure

- Other

33. The district identifies pre-school students as ELLs.

- Yes ☒
- No
- Not Sure

Section 29

B. Program Description

An effective and appropriate program includes a high-quality, evidence-based curricular LIEP design and harnesses the value of family engagement.

Pursuant to N.J.S.A. 18A:7F-46, the district board of education shall provide all kindergarten to 12th-grade ELLs enrolled in the school district with all required courses and support to prepare ELLs to meet the New Jersey Student Learning Standards (NJSLS) for high school graduation.

Also, family engagement in student learning and achievement is a central element that enriches and improves a student's ability to apply the knowledge and skills gained in the classroom across all facets of their personal, academic, and social life. Families should have input into the design of LIEPs implemented in the district. Each district board of education implementing a bilingual education program shall establish a parent advisory committee on bilingual education on which majority will be parent(s) of students of limited English proficiency."

Citations: ESSA §§ 1112 (3)(C)), N.J.A.C. 6A:8-3.1(a), N.J.A.C 6A:15-1.8, N.J.A.C. 6A:15-1.15, QSAC Personnel Indicators 2

Resource Reference: Implementing ELL Program Services in New Jersey

34. Which LIEP Program(s) does your district implement? (See Bilingual Education code for program definitions). Select all that apply.

- ELS Only
- Full-time bilingual
- Dual language
- Bilingual part-time
- Bilingual resource
- Bilingual tutorial
- Hi-Intensity ESL ☒
- Sheltered English Instruction
- ESL Only

35. The district has a procedure for the selection of their LIEP(s).

- Yes ☒
- No
- Work in progress
- Not Sure

36. The district has a procedure for placing ELLs in appropriate LIEPs.
- Yes ☒
 - No
 - Work in progress
 - Not Sure
37. The district reviews the master schedule to ensure that ELLs have access to the full curriculum, including Advanced Placement (AP), Gifted & Talented (G&T) and International Baccalaureate (IB).
- Yes ☒
 - No
 - Not Sure
38. Which school-based extra-curricular activities include ELLs? Select all that apply.
- Academic (e.g. Debate, Honor Society, Language, Student Paper, College Prep) ☒
 - Sports (e.g. Soccer, Basketball, Tennis) ☒
 - Arts (e.g. Dance, Photography, Band, Choir, Culture Club) ☒
 - Life Skills (e.g. Conflict Resolution, Cooking) ☒
 - Internship or Volunteer ☒
 - None
 - Other
39. A bilingual parent advisory committee (PAC) is established in the district consisting primarily of the parents of ELLs.
- Yes ☒
 - No (Go to Q. 43)
 - Does not apply, we have an ELS program only (Go to Q. 43)
40. Which of the following groups participate in the district's bilingual PAC? Select all that apply.
- Parent/Family of ELLs ☒
 - Bilingual/ESL Educators ☒
 - Bilingual/ESL Supervisor ☒
 - Community Representative
 - General Education Educators ☒
 - Teachers/Child Study Team Member
 - Student Delegate
 - Principal or School Administrator ☒
 - All of the above
 - None of the above
 - Other ☒ (ELL Counselor)
41. How often does the PAC meet?

- Once per month
 - Once every other month
 - Quarterly
 - Twice a year X
 - Once a year
 - Never
 - Other
42. Do members of the district's PAC contribute to the selection of the LIEP(s) type?
- Yes X
 - No
 - Not Sure
43. The following topics are shared with parents of ELLs. Select all that apply
- Helping with Homework X
 - What does it mean that my child is an ELL? X
 - Adult ESL
 - How to use technology X
 - Community resources X
 - None
 - Other
44. The district/school creates a culturally and linguistically welcoming environment for students and families.
- Yes X
 - No

Section 30

C. The number of certified staff hired for the program (staff capacity)

The district has a plan that includes hiring the appropriate number of certified teachers to staff the LIEP. The district board of education shall develop a plan for in-service training for bilingual, ESL, and general education teachers; administrators who supervise bilingual/ESL programs; and any personnel who observe and evaluate teachers of ELLs.

Citation: ESSA §§ 3115 (c)(2)(A-D), QSAC Personnel Indicators 2, N.J.A.C. 6A:15-1.8 (a), N.J.A.C. 6A:8-3.1(a), N.J.A.C 6A:15-1.8.

45. What is the district's total K-12 student size?
- < 99 students
 - 100-499 students
 - 500-2499 students X
 - 2500-9999 students
 - 10000-50000 students

46. What is the district's K-12 ELL size?

- 1-9 ELLs
- 10-99 ELLs ☒
- 100-499 ELLs
- 500-2499 ELLs
- 2500-9999 ELLs
- 10000-50000 ELLs

47. How many total K-12 certified teachers are in the district?

The value must be a number 143

48. How many K-12 Bilingual/Bicultural certified teachers are in the district? (Include only teachers serving in LIEPs).

The value must be a number 0 District has several bilingual teachers not working in ESL positions

49. How many K-12 ESL certified teachers are in the district? (Include only teachers serving in LIEPs).

The value must be a number 2

50. In the district, are all certified teachers required to be Sheltered English Instruction (SEI) trained (e.g. per district hiring practices and/or training policy).

Sheltered English instruction "means an instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELLs."

- Yes
- No ☒ Currently training teachers to provide sheltered instruction program starting Fall 2022

51. How many K-12 certified teachers in the district are trained in SEI?

- None
- Less than 10% ☒ Currently training 27 staff members
- About 25%
- About 50%
- About 75%
- 100%

52. What percent of K-12 certified teachers are trained in socio-emotional and/or culturally responsive teaching and learning?

- None
- Less than 10%
- About 25%
- About 50%
- About 75% ☒

- 100%
53. In the past 3 years, the district's ELL population has . . .
- Stayed the same
 - Increased significantly
 - Increased somewhat ☒
 - Decreased somewhat
 - Decreased significantly
54. In the past three years, the district has hired K-12 Bilingual/Bicultural and/or ESL certified staff to match the ELL population demographic growth trends.
- Yes ☒ Addition of ELL Counselor
 - No
55. In the district, scheduling classes for ELLs is prioritized when creating the master schedule.
- Yes ☒
 - No
 - Other
56. In the district, there is common planning time for general education teachers and bilingual/ESL teachers.
- Yes ☒
 - No
 - Other

Section 31

D. Bilingual and ESL curriculum development

As per federal and state requirements, ELLs must be provided equitable educational opportunities. School districts are required to implement LIEPs that assist ELLs in achieving English language proficiency (ELP) while learning the challenging content state standards.

In New Jersey, LIEPs include: Full-time bilingual, dual language, bilingual part-time, bilingual resource, bilingual tutorial, high-intensity ESL, sheltered English instruction, English as a second language (ESL), and English language services (ELS).

Citation: N.J.A.C. 6A:15-1.4(d)

57. For the past three years, what is the district's average 4-year graduation rate for all students?
- The value must be a number 93.23%
58. For the past three years, what is the district's average 4-year graduation rate for current ELLs?
- The value must be a number 90.46%
59. For the past three years, what is the district's average 4-year graduation rate for former ELLs?

The value must be a number 100%

60. There is a process for developing ESL/bilingual curricula aligned to the WIDA English Language Development Standards.

- Yes X
- No

61. If you answered, no to Q. 60, explain why.

Long answer N/A

62. In the past three years, the district has reviewed the eligibility criteria for participation in advanced courses to ensure equitable access for ELLs and parity in participation.

- Yes X
- No

63. The district participates in the N.J. State Seal of Biliteracy.

- Yes
- No (Go to Section 32) X Currently pursuing with world language supervisor

64. In the past year, how many total students received the N.J. State Seal of Biliteracy in the district?

The value must be a number N/A

65. In the past year, how many current ELLs received the N.J. State Seal of Biliteracy in the district?

The value must be a number N/A

66. In the past year, how many former ELLs received the N.J. State Seal of Biliteracy in the district?

The value must be a number N/A

Section 32

E. Evaluation design

Annually engaging stakeholders to analyze data, assess needs and identify root causes, identify LIEPs, and monitor progress is a strong best practice to effectively improve academic support for ELLs.

Consultation with diverse sets of stakeholders is also required under ESSA whenever a local education agency (LEA) receives federal funding. School and district leadership teams, inclusive of administrators, educators and parents representing multiple content areas and support services should be culturally and linguistically representative of the district and school populations. Districts teams must ensure LIEP(s) are effective and appropriate.

67. What assessments and other measures are used to evaluate the effectiveness of the LIEPs?
Select all that apply.

- Class grades X
- Formative assessments X
- Summative assessments X

- WIDA assessments (ACCESS for ELLs, Alternate ACCESS, MODEL, Screener) ☒
 - New Jersey Student Learning Assessment (NJSLA) English language arts (ELA) performance ☒
 - NJSLA math performance ☒
 - Start Strong Assessment ☒
 - National Assessment of Educational Progress (NAEP) performance
 - Graduation rate ☒
 - None of the above
 - All of the above
 - Other
68. In the past three years, the district evaluated the LIEP(s) implemented.
- Yes ☒
 - No
69. In the past three years, the district modified the LIEP(s) in response to available data.
- Yes ☒ Modified schedule and currently modifying program for Fall 2022
 - No
70. For the last year in which assessments were administered, ELLs in the district met the ELA academic achievement indicator.
- Yes
 - No
 - Did not meet N-size of 20 ☒
71. For the last year in which assessments were administered, ELLs in the district met the Math academic achievement indicator.
- Yes
 - No ☒
 - Did not meet N-size of 20
72. For the last year in which assessments were administered, ELLs in the district met the ELA progress indicator.
- Yes
 - No
 - Did not meet N-size of 20 ☒
73. For the last year in which assessments were administered, ELLs in the district met the Math progress indicator.
- Yes
 - No
 - Did not meet N-size of 20 ☒

74. For the last year in which assessments were administered, ELLs in the district met the ELP indicator.
- Yes ☒
 - No
 - Did not meet N-size of 20
75. For the last accountability year, ELLs in the district met Chronic Absenteeism target.
- Yes ☒
 - No
 - Did not meet N-size of 20
76. In which language domain do most of the district's Kindergarten ELLs need additional support? Select all that apply.
- Reading
 - Writing ☒
 - Speaking ☒
 - Listening
 - All of the Above
 - None of the Above
 - N/A
77. In which language domain do most of the district's Grade 1-3 ELLs need additional support? Select all that apply.
- Reading
 - Writing ☒
 - Speaking ☒
 - Listening
 - All of the Above
 - None of the Above
 - N/A
78. In which language domain do most of the district's Grades 4-5 ELLs need additional support? Select all that apply.
- Reading
 - Writing ☒
 - Speaking
 - Listening
 - All of the Above
 - None of the Above
 - N/A
79. In which language domain do most of the district's Grades 6-8 ELLs need additional support? Select all that apply.

- Reading
- Writing
- Speaking
- Listening
- All of the Above
- None of the Above
- N/A X

80. In which language domain do most of the district's Grades 9-12 ELLs need additional support?
Select all that apply.

- Reading
- Writing X
- Speaking X
- Listening X
- All of the Above
- None of the Above
- N/A

81. The district shares WIDA ACCESS for ELLs, Alternate ACCESS scores and/or ELP Indicator data with general education teachers.

- Yes X
- No

82. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Kindergarten ELLs?

- 1.0-1.9
- 2.0-2.9 X
- 3.0-3.9
- 4.0-4.9
- 5.0-6.0
- N/A

83. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 1-3 ELLs?

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9 X
- 4.0-4.9
- 5.0-6.0
- N/A

84. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 4-5 ELLs?

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9
- 4.0-4.9 X
- 5.0-6.0
- N/A

85. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 6-8 ELLs?

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9 X
- 4.0-4.9
- 5.0-6.0
- N/A

86. Based on the results from the last administration of ACCESS for ELLs, Alternate ACCESS or MODEL, what is the average ELP level of the district's Grade 9-12 ELLs?

- 1.0-1.9
- 2.0-2.9
- 3.0-3.9 X
- 4.0-4.9
- 5.0-6.0
- N/A

87. General education teachers use WIDA ACCESS for ELLs scores and/or ELP indicator data to inform classroom instruction, strategies, and practices.

- Yes X
- No

88. For ELLs, which grade levels require additional supports based on their performance on the following assessments (e.g. NJSLA performance, NAEP, WIDA ACCESS for ELLs)? Select all that apply.

- Kindergarten
- Grades 1-3
- Grades 4-5
- Grades 6-8 X
- Grades 9-12 X
- N/A

Section 33

F. Review Process for Exit

Students must demonstrate readiness to exit based on a department-established standard on the English language proficiency assessment (which measures the four language domains of listening, speaking, reading, and writing) and multiple criteria included in the English Language Observation Form. A student can be eligible for exit with an ACCESS for ELLs or WIDA MODEL composite proficiency level of 4.5 or higher.

In addition, former ELLs must be monitored for two years after they exit ELL status to evaluate their academic progress and ensure they have not been prematurely exited, have no gaps in content knowledge and their progress in ELP is supported.

Citation: QSAC DPR I&P #5, N.J.A.C. 6A:15-1.10(e)

Resource Reference: US ED EL Fact Sheet, May 18, 2020

89. What is the average amount of time the district's ELLs remain in a LIEP program?

- 1-2 years
- 3-4 years X
- 5-7 years
- Other

90. What percent of ELLs exited ELL status in the past three years?

The value must be a number 18.07%

91. What percent of former ELLs were re-identified as an ELL within 2 years due to lack of progress in English-only classes?

The value must be a number 0%

92. What percent of former ELLs met the ELA academic achievement indicator?

The value must be a number 22.72%

93. What percent of former ELLs met the Math academic achievement indicator?

The value must be a number 27.27%

94. What percent of former ELLs met the chronic absenteeism indicator?

The value must be a number 80%

Section 34

G. Budget Plan

The district must use state and federal funds to support ELLs. The federal funds must supplement the state funds.

95. The district uses state funds to support - Select all that apply:

- Salaries of Teachers
- Other Salaries for Instruction
- Purchased Professional-Educational Services X
- Purchased Technical Services X
- Other Purchased Services X
- General Supplies X
- Textbooks
- Other Instructional Programs Salaries
- Other Instructional Program Materials
- Other Instructional Program Purchased Services
- All of the Above
- None of the Above
- Other

96. What is the status of the district's federal Title III allocation?

- Accepted Funds - stand-alone LEA
- Accepted Funds - joined a consortium X
- Refused funds
- No allocation received in the last fiscal year

97. What is the status of the district's federal Title III Immigrant allocation?

- Accepted Funds X
- Refused Funds
- No allocation received in the last fiscal year

98. The district typically carries over funds to support ELLs

- Never
- Rarely
- Sometimes (e.g. every 2-3 years) X
- Occasionally (e.g. every 4-5 years)
- Every Year

Section 35

Plan Submission

Carefully review responses in each section, then click the "submit" button.

Note: Once you click "submit" you will not be able to edit the form responses.

Do not complete the questions that indicate "DO NOT RESPOND - INTERNAL USE ONLY."

99. On this date, I the Chief School Administrator assure the district's Three-Year Plan is board approved

Please input date in format of m/d/yyyy

100. The district application status is (DO NOT RESPOND - INTERNAL USE ONLY)

Approved

Disapproved

Conditional

In Review

- 101. The district's board approved minutes are uploaded into homeroom. (DO NOT RESPOND - INTERNAL USE ONLY)**

Yes

No

In Review (More information requested)

- 102. The district application status was determined on (DO NOT RESPOND - INTERNAL USE ONLY)**

Please input date in format of m/d/yyyy

- 103. The district application was reviewed by (DO NOT RESPOND - INTERNAL USE ONLY)**

Enter the name of the reviewer