

**MANASQUAN****Professional Days**

<b><u>Date</u></b>	<b><u>Name</u></b>	<b><u>Destination</u></b>	<b><u>Purpose</u></b>	<b><u>Sub</u></b>	<b><u>Cost</u></b>
May 23, 2024	Heather Saake	Brookdale Community College	Educator of the Year Program	Yes	Mileage – \$17.58 Event Cost - \$30.00
May 23, 2024	Teresa Reichy	Brookdale Community College	Educator of the Year Program	No	Event Cost - \$30.00
May 8, 2024	Mary McCarthy	Wall Township	MEA Committee Re-Organization Meeting	Yes	Mileage - \$7.52
May 8, 2024	Heather Saake	Wall Township	MEA Committee Re-Organization Meeting	Yes	Mileage - \$3.81
May 8, 2024	Alyse Leybovich	Wall Township	MEA Committee Re-Organization Meeting	Yes	Mileage - \$12.22
May 8, 2024	Kirt Wahl	Wall Township	MEA Committee Re-Organization Meeting	Yes	Mileage - \$11.28
June 4, 2024	Nancy Knitter	Antrim Elementary School	ESL Articulation	Yes	None
December 2-5, 2024	Megan Manetta Jaclyn Puleio	Orlando, Florida	National Blue Ribbon Conference	No	Registration - \$683.49 Airfare - \$273.00 Tolls - \$9.34 Parking - \$125.00 Mileage - \$47.94 Hotel - \$956.00 Meals/Incidentals - \$310.50
July 22-26, 2024	Christin Walsh	Boston, MA	Wilson Reading Foundations	No	None

*Costs per traveler unless otherwise noted.*

**MANASQUAN****Student Action**  
**Field Trips**

<u>Date</u>	<u>Name</u>	<u>Subject</u>	<u>Destination</u>	<u>Purpose</u>	<u>Sub</u>	<u>Other Board Costs</u>	<u>Other Funds</u>
June 5, 2024	Cathy Taft	Grade 4	Bailey Reed House	Historical Presentation of Manasquan	No	None	None
June 4, 2024	Samantha Hagel Jennifer Bilodeau Nurse - TBD	Grade 4	Bailey Reed House	Historical Presentation of Manasquan	Yes - 1	None	None
June 3, 2024	Brianna Snel	Grade 4	Bailey Reed House	Historical Presentation of Manasquan	No	None	None
June 14, 2024	Megan Manetta Tom Russoniello Laura Jensen Rob Markovitch Andy Manser Andrea Trischitta Marc Reid Kimberly Ward Michael Pape Kathy Pierce Kirt Wahl Lauren Kelly Melissa Mazza Patricia Reo Brian McCann Jill Jones Anthony Cinelli Nurse - TBD	Grades 7 & 8	Manasquan Beach	End of Year Celebration	Yes – 4	None	None
May 16, 2024	Brianna Yeager Sandy Hill Alyse Leybovich Justine Rotante	Grade K	Algonquin	Theater Performance	No	None	Student Funded

**Manasquan High School Enrollment for BOE Agenda: May 2024**

Month: April 2024

DISTRICT	Full Time Students	Shared Time Students	Full Time Students PTC 20 LLD	Shared Time Students PTC 20 LLD	Full Time Student CLI	Total Student Count
Avon	21	0	0	0	0	21
Belmar	126	6	14	4	3	153
Brielle	213	4	0	0	3	220
Lake Como	37	1	2	0	2	42
Manasquan	262	6	3	0	2	273
Sea Girt	43	0	0	0	1	44
Spring Lake	32	1	1	0	1	35
Spr Lk Hts	119	4	2	2	0	127
Parent Paid	23	0	0	0		23
Employee Child	9	0	0	0		9
Neptune & Pt. Plsnt					2	2
Totals	885	22	22	6	14	949
					TOTAL MHS	949
					TOTAL MES	505
					<b>TOTAL ENROLLMENT</b>	<b>1,454</b>

**MANASQUAN SCHOOL DISTRICT FIRE DRILL REPORT**  
**2023-2024 school year**

	<u>ATTENDANCE PERCENTAGE</u>	<u>AVERAGE DAILY ENROLLMENT</u>	<u>AVERAGE DAILY ATTENDANCE</u>
<b>HIGH SCHOOL</b>			
<b>Apr-23</b>	94.04	936.50	881.40
<b>Apr-24</b>	<b>92.89</b>	<b>935.29</b>	<b>869.12</b>
<b>ELEMENTARY SCHOOL</b>			
<b>Apr-23</b>	96.852	506	471.429
<b>Apr-24</b>	<b>96.346</b>	<b>497.412</b>	<b>472.059</b>

**HIGH SCHOOL/CENTER FOR LEARNING INDEPENDENCE**

<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	<u>SECURITY DRILLS</u>
<b>April 9th</b>	12:30 p.m.	5 minutes		Fire Drill
<b>April 23rd</b>	9:45 a.m.	35 minutes		Evacuation Drill
<b>ELEMENTARY SCHOOL</b>				
<u>DATE OF DRILL</u>	<u>TIME OF DRILL</u>	<u>LENGTH OF DRILL</u>	<u>COMMENTS</u>	
<b>April 16th</b>	10:05 a.m.	4 minutes		Fire Drill
<b>April 29th</b>	1:10 p.m.	5 minutes		Shelter in Place Drill

## Manasquan High School

### 2023 - 2024 Tardy Report

	Sept.	Oct.	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Number of Students Tardy 1 time	173	226	205	214	229	200	231	198			
Number of Students Tardy 2 times	49	77	97	84	51	74	87	59			
Number of Students Tardy 3 times	11	39	31	24	23	37	28	24			
Number of Students Tardy 4 times	13	21	7	14	13	12	16	17			
Number of Students Tardy 5 times	2	2	7	7	6	6	5	4			
Number of Students Tardy 6 times	4	5	4	6	3	3	6	4			
Number of Students Tardy 7 times	1	5	1	2	5	2	5	3			
Number of Students Tardy 8 times	2	1	3	3	2	1	2	2			
Number of Students Tardy 9 times		1	1	2	0	2	1	1			
Number of Students Tardy 10 times		2	0		1	2	2	1			
Number of Students Tardy 11 times		1	2			0	1	2			
Number of Students Tardy 12 times		0				2	1	1			
Number of Students Tardy 13 times		1					1	1			
Number of Students Tardy 14 times							0	0			
Number of Students Tardy 15 times				1			1	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											
Total number of students tardy	255	381	358	357	333	341	387	318	0	0	2730
<b>Total number of tardy</b>	<b>413</b>	<b>717</b>	<b>641</b>	<b>652</b>	<b>561</b>	<b>639</b>	<b>745</b>	<b>618</b>	<b>0</b>	<b>0</b>	<b>4986</b>

# Manasquan High School

## 2023 - 2024 Suspensions by Month

OUT OF SCHOOL SUSPENSIONS:	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	TOTAL
FIGHTING	2		1				2				5
DEFIANCE	1										1
MARAJUANA USE CONFIRMED		1		1	2			1			5
DISRESPECTFUL TO STAFF		1	1				1				3
Disruptive/inappropriate behavior			1								1
Suspension from Vocational				1							1
Possession of Knife				1							1
Possession of Marajuana					1						1
Truancy						1					1
Threat						1					1
Substance Suspected / test refusal								1			1
											0
											0
											0
											0
											0
TOTALS	3	2	3	3	3	2	3	2	0	0	21
IN SCHOOL SUSPENSIONS:	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE	TOTAL
SMOKING / POSESSION OF TABACCO	1		1					1			3
MARAJUANA USE CONFIRMED		1									1
LEAVING SCHOOL GROUNDS		1						2			3
Disruptive/inappropriate behavior					2			1			3
DISRESPECTFUL TO STAFF							1	1			2
FIGHTING							2				2
Substance Suspected / test refusal								1			1
Skipped Saturday Detention								1			1
											0
											0
											0
											0
TOTALS	1	2	1	0	2	0	3	7	0	0	16
TOTAL STUDENTS SUSPENDED	4	4	4	3	5	2	6	9	0	0	37
TOTAL SATURDAY DETENTIONS	0	0	1	1	8	3	5	7			25
STUDENTS SUSPENDED 1 TIME	31										
STUDENTS SUSPENDED 2 TIMES	9										
STUDENTS SUSPENDED 3 TIMES	1										
STUDENTS SUSPENDED 4 TIMES	2										
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										60	
TOTAL NUMBER OF INDIVIDUAL STUDENTS SUSPENDED TO DATE										37	

# Manasquan High School

## 2023 - 2024 Suspensions by Grade

<b>OUT OF SCHOOL SUSPENSIONS:</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTALS</b>
FIGHTING	1	1	3		5
DEFIANCE			1		1
MARAJUANA USE CONFIRMED	2	2	1		5
DISRESPECTFUL TO STAFF	1		2		3
Disruptive/inappropriate behavior			1		1
Suspension from Vocational			1		1
Possession of Knife		1			1
Possession of Marajuana	1				1
Threat			1		1
Truancy				1	1
Substance suspected / test refusal		1			1
					0
					0
					0
					0
					0
Totals	5	5	10	1	21
<b>IN SCHOOL SUSPENSIONS:</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>TOTALS</b>
SMOKING / POSESSION OF TABACCO		1	2	1	4
MARAJUANA USE CONFIRMED	1				1
LEAVING SCHOOL GROUNDS	1	10		1	12
Disruptive/inappropriate behavior			2	2	4
FIGHTING	1				1
DISRESPECTFUL TO STAFF	1		1		2
Substance suspected / test refusal		1			1
skipped Saturday detention				1	1
					0
					0
					0
					0
TOTALS	4	12	5	5	26
TOTAL STUDENTS SUSPENDED	9	17	15	6	47
TOTAL SATURDAY DETENTIONS	8	2	10	5	25

# New Jersey Department of Education

## School Self-Assessment for Determining Grades under the *Anti-Bullying Bill of Rights Act*

### 2022-2023 District and School Grade Report Manasquan School District (25-2930)

\*\*\* Official Release \*\*\*



**District and School Grade Report****2022-2023****\*\*\* Official Release \*\*\*****\*\*\* Official Release \*\*\*****District Grade: 78****Manasquan Elementary School (060)**

<b>Core Element</b>	<b>Score</b>
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: 0

**District and School Grade Report****2022-2023****\*\*\* Official Release \*\*\*****\*\*\* Official Release \*\*\*****District Grade: 78****Manasquan High School (050)**

<b>Core Element</b>	<b>Score</b>
HIB Programs, Approaches or Other Initiatives (MAX=15)	15
Training on the BOE-Approved HIB Policy (MAX=9)	9
Other Staff Instruction and Training Programs (MAX=15)	15
Curriculum and Instruction on HIB and Related Information and Skills (MAX=6)	6
HIB Personnel (MAX=9)	9
School-Level HIB Incident Reporting Procedure (MAX=6)	6
HIB Investigation Procedure (MAX=12)	12
HIB Reporting (MAX=6)	6
School Grade (MAX=78)	78

Number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of HIB: 3

# POLICY GUIDE

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## Educational Equity Policies/Affirmative Action Program M

### 1140 EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM

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

The Board's **educational equity policies** ~~affirmative action program~~ shall recognize and value the diversity of persons and groups within **the community** ~~society~~ and promote the acceptance of persons of diverse backgrounds regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)1** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~. The **educational equity policies** ~~affirmative action program~~ will also promote **equitable** ~~equal~~ educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon **the protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)2** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education~~.

The Board shall inform the school community ~~it serves~~ of these policies in a manner including, but not limited to, the district's customary methods of information dissemination **pursuant to N.J.A.C. 6A:7-1.4(b)**. ~~The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.~~

~~The Board shall assess the district's needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of classification and placement of students in special education programs if there is~~



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## Educational Equity Policies/Affirmative Action Program

~~an overrepresentation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.~~

**Pursuant to N.J.A.C. 6A:7-1.5,** ~~t~~The Board **annually** shall ~~annually~~ designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, ~~of whom the Affirmative Action Officer is a member,~~ to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing ~~f~~For Equality And Equity in Education. The Board shall **ensure** ~~assure~~ that all stakeholders know who the Affirmative Action Officer is and how to **contact the Affirmative Action Officer** ~~access him or her.~~

The Affirmative Action Officer shall have a New Jersey standard **certificate certification** with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B – **State Board of Examiners and Certification** ~~et seq.~~ The Affirmative Action Officer shall: coordinate the required professional development training for **all personnel** ~~certificated and non-certificated staff~~ pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of ~~the~~ district's grievance procedures for handling discrimination complaints; ~~and~~ ensure the district's grievance procedures, **including** ~~which include~~ investigative responsibilities and reporting information, are followed; **and serve as a member of the Affirmative Action Team. The Affirmative Action Officer may also serve as the school district's Title IX Coordinator.**

**In accordance with N.J.A.C. 6A:7-1.5(a)4.,** ~~t~~The Affirmative Action Team shall: **include, to the extent possible, members who represent the diversity of the school district's student population;** develop the Comprehensive Equity Plan (CEP) pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the ~~school district's CEP Comprehensive Equity Plan~~ pursuant to N.J.A.C. 6A:7-1.4(c); collaborate ~~with the Affirmative Action Officer~~ on coordination of the required professional development training for **all personnel** ~~certificated and non-certificated staff~~ pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the ~~CEP Comprehensive Equity Plan~~; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational ~~equality and equity~~, pursuant to N.J.A.C. 6A:7-1.4(d).



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## Educational Equity Policies/Affirmative Action Program

**In accordance with N.J.A.C. 6A:7-1.6, tThe Board shall provide, on a continuing basis, professional development training for to all school personnel certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the student achievement and opportunity gaps and other inequities arising from prejudice on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The professional development training shall be differentiated based on staff position type and shall be based on the analysis of data conducted pursuant to N.J.A.C. 6A:7-1.4(c)1. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. The district shall ensure that pParents and other community members are aware of shall be invited to participate in the professional development training provided to school district personnel regarding topics around equity. The district shall ensure all new personnel are provided within the first ninety days of employment with professional development training on educational equity issues.**

The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a) race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.**

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.5; 6A:7-1.6**

Adopted: 14 June 2011  
Revised: 18 October 2011  
Revised: 19 July 2016  
**Revised: 14 May 2024**



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Comprehensive Equity Plan  
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## 1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall **complete** ~~submit~~ a Comprehensive Equity Plan (CEP) ~~based on an assessment of the district's needs for achieving equity in educational programs~~ that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and **equitable** ~~equal~~ access to educational **opportunities** ~~opportunity~~ for all learners, including students and teachers, **in accordance with the provisions of N.J.A.C. 6A:7-1.8.**

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

Pursuant to N.J.A.C. 6A:7-1.4(c), the district shall develop, once every three years, a CEP that shall identify and correct all discriminatory and inequitable educational policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

1. Prior to developing the CEP, the district shall assess its needs for achieving equity in educational activities and programs pursuant to N.J.A.C. 6A:7-1.4(c)1. The needs assessment shall identify discriminatory practices and other barriers to achieving equity in educational activities and programs, if applicable.
2. The CEP shall address:
  - a. Professional development, pursuant to N.J.A.C. 6A:7-1.6; and
  - b. Equity in school and classroom practices, educational activities, and programs pursuant to N.J.A.C. 6A:7-1.7.
3. The CEP shall include measurable and actionable goals, objectives, timelines, and benchmarks for measuring progress.



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Comprehensive Equity Plan

4. **The Board shall submit the CEP to the Executive County Superintendent for confirmation of completion.**
  - a. **If the Executive County Superintendent determines that the CEP is not complete, the Board shall revise the plan in accordance with the Executive County Superintendent's instructions and shall submit to the Executive County Superintendent the revised plan within thirty days of the notification of incompletion.**

**Pursuant to N.J.A.C. 6A:7-1.8(c), the CEP Comprehensive Equity Plan shall include the following:**

1. An assessment of the school district's needs for achieving equity in educational **activities and** programs. The assessment shall include staffing practices;; quality-of-program data;; stakeholder-satisfaction data;; and student assessment **and behavioral** data disaggregated by gender;; race;; ethnicity;; **multilingual learner status; homeless status; limited English proficiency;** special education;; migrant;; date of enrollment;; student suspension;; expulsion;; Child Study Team referrals;; preschool through grade twelve promotion/retention data;; preschool through grade twelve completion rates;; **attendance data;** and re-examination and re-evaluation of classification and placement **process** of students in special education programs if there is **disproportionality overrepresentation** within a certain groups;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the **CEP Comprehensive Equity Plan;**
3. Progress targets for closing the achievement **and opportunity** gaps;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the **New Jersey Student Learning Standards (NJSLS), Core Curriculum Content Standards;** differentiated instruction and formative assessments aligned to **the NJSLS, Core Curriculum Content Standards;** and **professional standards for teachers and school leaders high expectations for teaching and learning;** and



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Comprehensive Equity Plan

5. Annual targets **that address** ~~addressing~~ district needs in equity in school and classroom practices **and that** are aligned to professional development targets.

~~The A Comprehensive Equity Plan shall be written every three years and the Board of Education shall implement initiate the CEP Comprehensive Equity Plan within sixty days of the Executive County Superintendent's certification of completion its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.~~

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

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.79; 6A:7-1.8**

Adopted: 14 June 2011

Revised: **14 May 2024**



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Equal Employment Opportunities

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## 1530 EQUAL EMPLOYMENT OPPORTUNITIES

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

The Board shall ensure all persons shall have equal and bias-free access to all categories of employment and equal pay for equal work in this district without **discriminating on the basis of any of** ~~regard to the~~ **protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1.~~

The school district's employment applications and pre-employment inquiries **will** conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable **hiring** practices that **correct** ~~prevent~~ imbalance and isolation based on **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~ among the district's ~~certificated and non-certificated~~ staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

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

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



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Equal Employment Opportunities

The Board shall not enter into **or maintain** a contracts with a persons, **agencies** ~~agency~~, or organizations that discriminates in employment ~~practices~~ or in the provision of benefits or services, on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~, either in employment practices or in the provision of benefits or services to students or employees; ~~pursuant to N.J.A.C. 6A:7-1.1.~~

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

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

N.J.S.A. **10:5-4; 10:5-12;**

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

N.J.A.C. 6A:7-1.1 ~~et seq;~~ **6A:7-1.3** ~~6A:7-1.8~~

Adopted: 14 June 2011

Revised: 19 July 2016

**Revised: 14 May 2024**



# REGULATION GUIDE

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Equal Employment Opportunity  
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## R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE

### A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy 1530, guaranteeing “equal access to all categories of employment without **discriminating on the basis of** ~~regard to any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)~~ ~~candidate’s race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.~~”
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

### B. Definitions

1. “Board of Education” means the Board of Education of ~~this the Manasquan School District~~ **this the Manasquan School District**.
2. “Complaint” means an alleged discriminatory act or practice.



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3. “Complainant” means a staff member who alleges a discriminatory act or practice.
4. “Day” means a working or calendar day as identified.
5. “Discriminatory act or practice” means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy 1530.
6. “School district” means ~~this the Manasquan School District~~ **this the Manasquan School District**.

## C. Procedure

1. A complainant who believes that **they have** ~~he/she has~~ been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with **their** ~~his/her~~ immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days **of the discussion with their supervisor**, the complainant may submit a ~~written~~ complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
3. The complaint **shall** ~~will~~ include:
  - a. The complainant’s name and address;;
  - b. The specific act or practice **of which** ~~that~~ the complainant complains ~~of~~;;
  - c. The school employee, if any, responsible for the allegedly discriminatory act;;
  - d. The results of discussions conducted in accordance with ~~paragraph C.1. above~~; and



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- e. The reasons why ~~the these~~ results of the discussions were ~~are~~ not satisfactory **to the complainant.**
- 43. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the ~~written~~ complaint **filed in accordance with C.2. above.** A copy of the complaint and the response will be forwarded to the Superintendent.
- 54. The ~~response of the~~ Affirmative Action Officer's **written response** may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.
- 65. On **their** ~~his/her~~ timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with a discriminatory act and any other person with knowledge of the act ~~complained of.~~
- 76. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.
- 87. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
  - a. The original complaint;
  - b. The response to the complaint;



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- c. The Superintendent's decision;;
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented;; and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
109. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
1140. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
1244. The complainant will be informed of **their** ~~his/her~~ right to appeal the Board's decision to the:
- a. Commissioner of Education  
New Jersey State Department of Education  
P.O. Box 500  
Trenton, New Jersey 08625-0500 **or the**  
~~Telephone: (877) 900-6960 or the~~
  - b. New Jersey Division on Civil Rights  
**Central Trenton** Regional Office  
Office of the Attorney General  
140 East Front Street – 6<sup>th</sup> Floor  
Trenton, New Jersey 08625-0090  
~~Telephone: (609) 292-4605~~



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## D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.
2. A copy of the decision rendered at the highest level of appeal **finding a discriminatory act has occurred shall** ~~will~~ be kept in the **personnel file of the employee found to have committed a discriminatory act** ~~employee's personnel file~~.

Issued: 14 June 2011  
Revised: 19 July 2016  
**Revised: 14 May 2024**



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Equal Employment/Anti-Discrimination Practices

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## 1550 EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES

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

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

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~, either in employment practices or in the provision of benefits or services to students or employees. In addition, the Board will encourage minority businesses, women's business enterprises, and labor surplus area firms to submit bids to be considered for the awarding of contracts.

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



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Equal Employment/Anti-Discrimination Practices

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

N.J.S.A. 10:5-4; **10:5-12**

N.J.A.C. 6A:7-1.1 ~~et seq.~~; **6A:7-1.3** ~~6A:7-1.8~~

Adopted: 14 June 2011

Revised: 8 May 2018

**Revised: 14 May 2024**



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Curriculum Content  
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## R 2200 CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination **on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** and promote understanding and mutual respect between children ~~regardless of race, color, creed, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, ancestry, national origin, socioeconomic status, and/or disability.~~

**The Superintendent or designee shall develop a procedure to address and eliminate any possible bias in the curriculum.**

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

- ~~A. When instructional material contains stereotypes or discriminatory statements, staff should help students identify the stereotypes or discriminatory statement(s) and discuss with students the consequences of repeated stereotyping and discriminatory statements.~~
- ~~B. If a particular instructional material is highly objectionable, staff should not use it, such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the **teaching staff member** teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.~~
- ~~C. Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials.~~
- ~~D. Community involvement when developing instructional programs and attendant materials shall be encouraged.~~

Issued: 14 June 2011  
Revised: 19 July 2016  
**Revised: 14 May 2024**



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**Equity in Affirmative Action Program for School  
and Classroom Practices**

**M**

## 2260 EQUITY IN AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

The Board of Education shall provide **all students with equitable** ~~equal~~ and bias-free access ~~for all students~~ to all school facilities, courses, programs, activities, and services, regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status,~~ by:

1. Ensuring ~~equal and~~ barrier-free access to all school and classroom facilities;
2. Attaining, **within each school**, minority representation ~~within each school, that which~~ approximates the district's overall minority representation. Exact apportionment is not required, ~~however~~, the ultimate goal is a reasonable plan achieving the greatest degree of **a representative racial** balance; ~~that which~~ is feasible and consistent with sound educational values and procedures;
3. Utilizing, **on an annual basis**, a State-approved English language proficiency **assessment that evaluates a student's English language proficiency on the four domains of listening, speaking, writing, and reading** ~~measure on an annual basis~~ for determining the **eligibility and placement** ~~special needs~~ of **students who may be identified as multilingual** ~~English language learners and their progress in learning English~~ pursuant to N.J.A.C. 6A:15-1.3(a)**3.(b)**;
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring ~~that~~ support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and



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## Equity in Affirmative Action Program for School and Classroom Practices

6. Ensuring ~~that~~ a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies ~~that~~ such exclusion is necessary. ~~If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.~~
  - a. **If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.**

**Pursuant to N.J.A.C. 6A:7-1.7(b), t**~~The Board of Education shall ensure that the district's curriculum and instruction are aligned to the New Jersey Student Learning Standards (NJSLS). State's Core Curriculum Content Standards and~~  
**The Board also shall ensure its curriculum and instruction** address the elimination of discrimination by narrowing the achievement **and opportunity** gaps, by providing equity in educational **activities and** programs, and by providing opportunities for students to interact positively with others regardless of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status,~~ by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;~~
2. Ensuring courses shall not be offered separately on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;~~



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## Equity in Affirmative Action Program for School and Classroom Practices

- a. Portions of classes ~~that which~~ deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions **based on gender identity** ~~for male and female students~~, provided that the course content for such separately conducted sessions is the same.
3. **Increasing and promoting equitable representation** ~~Reducing or preventing the underrepresentation of all minority, female, and male students in all classes and programs including gifted and talented, accelerated, and advanced classes;~~
4. Ensuring ~~that~~ schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and **ensuring** ~~that~~ students understand the basic tenet of multiculturalism;
5. Ensuring **the Amistad Commission Curriculum** ~~that African American history, as well as the history of other cultures, is infused into the curriculum and is taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and~~
6. Ensuring **the Commission** ~~that instruction on the Holocaust Education curriculum and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28; and-~~
7. **Ensuring all curricular requirements pursuant to N.J.A.C. 6A:8 and the NJSLS are taught, including any curriculum developed concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) or curriculum developed by any commissions constituted for the development of curriculum concerning any of the protected categories listed at N.J.A.C. 6A:7-1.1(a).**

~~The Board of Education shall ensure all students have access to adequate and appropriate counseling services. When informing students about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of race, creed, color, national origin,~~



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## Equity in Affirmative Action Program for School and Classroom Practices

~~ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~

The Board of Education shall ensure ~~that~~ the district's physical education ~~program and its athletic programs are~~ **is in a equitable, co-educational setting that is developmentally appropriate;** and ~~does~~ not discriminate on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status,~~ as follows:

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

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

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.7**

Adopted: 14 June 2011

Revised: 19 July 2016

Revised: **14 May 2024**



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**Equity in Affirmative Action Program for School  
and Classroom Practices Complaint Procedure**

**M**

## R 2260 EQUITY IN AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES COMPLAINT PROCEDURE

### A. Purpose and Application

1. The purpose of this procedure is to give any student or the parent(s) ~~or legal guardian(s)~~ of a student the opportunity to appeal an alleged violation of the district's Affirmation Action Plan for school and classroom practices, as set forth in Policy 2260.
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and will be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual students.

### B. Definitions

1. "Affirmative Action Officer" means the district official responsible for the coordination of activities relating to compliance with the Affirmative Action Plan.
2. "Affirmative Action Plan" means the Affirmative Action Plan for school and classroom practices adopted by the Board of Education.
3. "Board of Education" means the Board of Education of ~~this the~~ **Manasquan School District**.
4. "Complainant" means a student or parent(s) ~~or legal guardian(s)~~ who believes that **they have** ~~he/she has~~ been harmed or adversely affected by a failure to enforce the district's Affirmative Action Plan.



# REGULATION GUIDE

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## **Equity in Affirmative Action Program for School and Classroom Practices Complaint Procedure**

5. “Complaint” means an unresolved problem concerning the interpretation or application by an officer or employee of this school district of law and regulations regarding the Affirmative Action Plan.
6. “Day” means a working or calendar day as identified.
7. “Student” means an individual enrolled in any formal educational program provided by the school district.
8. “School district” means ~~this the Manasquan School d~~ District.
9. “Violation” means the failure of a district official or employee to take the positive steps outlined in Policy 2260 and/or included in the Affirmative Action Plan.

### C. Procedure

1. A complainant shall discuss ~~their his/her~~ complaint with the staff member most closely involved in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days **of the discussion with the staff member most closely involved**, the complainant may submit a ~~written~~ complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
3. The complaint **shall** ~~will~~ include:
  - a. The student’s name and, in the complaint of a person acting on behalf of the student, the name and address of the complainant;;
  - b. The specific failure to act **of which** ~~that~~ the complainant complains ~~of~~;;



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## **Equity in Affirmative Action Program for School and Classroom Practices Complaint Procedure**

- c. The school employee, if any, responsible for the alleged violation of the Affirmative Action Plan;;
  - d. The results of discussions conducted in accordance with ~~paragraph C.1. above;~~ and
  - e. The reasons why ~~the these results of the discussions were~~ **are not satisfactory to the complainant.**
43. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the ~~written~~ complaint **filed in accordance with C.2. above.** A copy of the complaint and the response will be forwarded to the Superintendent.
54. ~~The response of the~~ Affirmative Action Officer's **written response** may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
65. On ~~their his/her~~ timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation ~~complained of.~~
76. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties and to the Board.



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## **Equity in Affirmative Action Program for School and Classroom Practices Complaint Procedure**

87. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
- a. The original complaint;;
  - b. The response to the complaint;;
  - c. The Superintendent's decision;;
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented;; and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.
109. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
1140. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
1244. The complainant will be informed of **their** ~~his/her~~ right to appeal the Board's decision to the Commissioner of Education or to the New Jersey Division on Civil Rights.



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**Equity in ~~Affirmative Action Program~~ for School  
and Classroom Practices Complaint Procedure**

D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file separate from the student's cumulative file. A notation shall be made in the student's file of the presence of the record in the separate file.
2. **A copy of the decision rendered at the highest level finding a violation of the Affirmative Action Plan has occurred shall be kept in the personnel file of the employee found to have committed a violation of the Affirmative Action Plan.**

Issued: 14 June 2011

**Revised: 14 May 2024**



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Guidance Counseling  
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## 2411 GUIDANCE COUNSELING

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

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall be conducted entirely by teaching staff members certified as guidance personnel.

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

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parents and shares parents' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. **Ensures all students have access to adequate and appropriate counseling services, pursuant to N.J.A.C. 6A:7-1.7(c).**
  - a. **When informing students about possible careers or professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).**



# POLICY GUIDE

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Guidance Counseling

- b. The Board shall not use tests or guidance or counseling materials that are biased or stereotyped on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a); and

~~Is available equitably to all students and prohibits biased counseling and the use of materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability; and~~

8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

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

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.7; 6A:8-3.2**

Adopted: 14 June 2011  
Revised: 19 July 2016  
**Revised: 14 May 2024**



# POLICY GUIDE

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Bilingual and ESL Education  
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## 2423 BILINGUAL AND ~~ESL~~ EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and culturally and linguistically responsive, researched-based, and effective language instruction educational programs (LIEP) to all multilingual learners (ML) as required by law and rules of the New Jersey State Board of Education. MLs are those students whose primary language is not English and who have varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English-speaking ability pursuant to N.J.S.A. 18A:35-15 through 18A:35-26.1 and N.J.A.C. 6A:15-1.1 et seq.

The school district shall use, at the time of enrollment, the multi-step process to identify MLs enrolled in the district in accordance with N.J.A.C. 6A:15-1.3. The district shall administer to each student enrolled in the district the Statewide home-language survey (HLS) to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML.

The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and whose primary language is other than English by administering an English language proficiency (ELP) assessment. Students who do not meet the New Jersey Department of Education (Department)-established cut score standard on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP. Preschool students who are identified as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level. The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.

The district shall provide to all preschool to twelfth-grade MLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 and N.J.S.A. 18A:7F-54 with equal educational opportunities and all educational activities and programs in accordance with the provisions of N.J.A.C. 6A:15-1.4.

The school district providing a LIEP shall submit a plan every three years to the Department in accordance with the provisions of N.J.A.C. 6A:15-1.5.



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Bilingual and ~~ESL~~ Education

Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the school district pursuant to N.J.A.C. 6A:15-1.6.

As part of the district- and school-level plans for professional development requirements pursuant to N.J.A.C. 6A:9C-4.2, the Board shall describe professional learning for bilingual, ESL, and academic content teaching staff members whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teaching staff members of MLs in accordance with the provisions of N.J.A.C. 6A:15-1.7.

All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5 in accordance with the provisions of N.J.A.C. 6A:15-1.8.

Students identified as MLs shall be assessed annually using English Language Placement (ELP) assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2., shall be assessed annually using an alternate ELP assessment. Every student participating in a bilingual, ESL, or English language services program established pursuant to N.J.S.A. 18A:35-15 et seq. shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.

MLs enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.



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In accordance with the provisions of N.J.S.A. 18A:35-22.1, a parent may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of a student's participation in a bilingual education program, a parent may only remove the student at the end of each school year.

If a parent wishes to remove the student prior to the end of each school year, the removal shall be approved by the Executive County Superintendent. If the Executive County Superintendent determines the student should remain in the bilingual education program until the end of the school year, the parent may appeal the Executive County Superintendent's decision to the Commissioner of Education or designee pursuant to the provisions of N.J.S.A. 18A:35-19.2.

Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9(g)1 through (g)5.

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a) and Policy 5460 in accordance with the provisions of N.J.A.C. 6A:15-1.10.

All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20 in accordance with the provisions of N.J.A.C. 6A:15-1.11.

The parent of a ML shall be notified in accordance with the provisions of N.J.A.C. 6A:15-1.12 that their child has been identified as eligible for placement in a LIEP. Notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English. The notice must also include the provisions detailed at N.J.A.C. 6A:15-1.12(b). Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.

Pursuant to N.J.A.C. 6A:15-1.13, with approval of the Executive County Superintendent on a case-by-case basis, the Board may join with another district Board to provide a LIEP and an individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.



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The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards and communities served by the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.14. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.

N.J.S.A. 18A:35-15 through 18A:35-26.1

N.J.A.C. 6A:14-4.10; 6A:15-1.1 et seq.

Adopted: 14 June 2011

Revised: 19 July 2016

Revised: 14 March 2023

Revised: 14 May 2024



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## R 2423 BILINGUAL AND ESL EDUCATION

### A. Definitions – N.J.A.C. 6A:15-1.2

1. “Alternate English language proficiency assessment” (alternate ELP assessment) means a New Jersey Department of Education (Department)-approved assessment for students with the most significant cognitive disabilities that assesses a student’s English language proficiency (ELP) on the four domains of listening, speaking, reading, and writing, and that is aligned with the English Language Development (ELD) standards and the Individuals with Disabilities Education Act (IDEA).
2. “Bilingual education program” means a full-time language instruction educational program (LIEP) in all courses or subjects provided in accordance with N.J.S.A. 18A:35-18. Students in a bilingual education program receive instruction in the primary language of multilingual learners (ML) enrolled in the program and in English, while also receiving English as a second language (ESL) instruction. Educators use the primary language of instruction to enhance literacy in the primary language and as a support in the development of listening, speaking, reading, and writing skills in English. Students also receive instruction in the history and culture of the country, territory, or geographic area that is the native land of the parents and families of MLs enrolled in the program, and in the history and culture of the United States.
3. “Bilingual part-time program” means an instructional program alternative in which students receive their academic content area classes in English language arts (ELA) and mathematics instruction with a certified bilingual teacher who provides instruction in the primary language of the MLs in the program, as well as ESL instruction.
4. “Bilingual resource program” means an instructional program alternative in which students receive instruction and resources that are individualized for each student, daily instruction from a certified bilingual teacher in academic content areas as identified by the school district, as well as ESL instruction.



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5. “Bilingual tutorial program” means an instructional program alternative in which students receive one period of instruction from a certified bilingual teacher in an academic content area required for graduation, a second period of tutoring in another required content area, as well as ESL instruction.
6. “Class period” means the time allocated for instruction in academic content areas as part of the regular school schedule for each day in session as set forth at N.J.A.C. 6A:32-8.3. In a block schedule, weekly instruction is equivalent to one class period for each day of school in a given week.
7. “Cut score” means the same as that term is defined pursuant to N.J.A.C. 6A:8-1.3.
8. “Dual language immersion program” means, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18 and N.J.A.C. 6A:15, a full-time LIEP that provides students structured English language instruction and instruction in a second language in all academic content areas. MLs in the program receive instruction in their primary language, as well as ESL instruction. A dual language immersion program provides daily instruction in English and a minimum of fifty percent of instruction in the primary language of enrolled MLs. A dual language immersion program that is designed to support MLs is sometimes referred to as a two-way bilingual education program.
9. “Early Language Development Standards” means the preschool English language development standards for preschool students developed by WIDA. The standards correspond to five domains of children’s development and learning: approaches to learning, language and communication development, cognition and general knowledge, physical well-being and motor development, and social and emotional development. The standards incorporated herein by reference, are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium and are available at <https://wida.wisc.edu/teach/early>.
10. “Educational activities and programs” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.



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11. “Educational equity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
12. “Educational needs” means the particular educational requirements of MLs; the fulfillment of which will provide them with equal educational opportunities.
13. “English as a second language (ESL) program” means a daily class period of second-language acquisition instruction within a LIEP and based on a student’s English language proficiency that teaches the English language development standards and incorporates the cultural aspects of the students’ experiences in their ESL instruction.
14. “English language development standards” or “ELD standards” means the 2020 Amplification of the English Language Development Standards, Kindergarten – Grade 12 incorporated herein by reference, as amended and supplemented, developed by WIDA. They are the standards and language competencies in listening, speaking, reading, and writing that MLs in preschool programs, and elementary and secondary schools, need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic content areas. The standards are a version of ELA that have been crafted to address the specific developmental stages of students learning English. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium ([www.wida.us](http://www.wida.us)) and are available for review at <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>.
15. “English language proficiency assessment” or “ELP assessment” means a Department-approved assessment that evaluates a student’s English language proficiency on the four domains of listening, speaking, reading, and writing, and that is aligned with the ELD standards.
16. “English language services” means services designed to improve the English language skills of MLs. The services, provided in school districts with less than ten MLs in Kindergarten through twelfth-grade, are part of the regular school program and are designed to develop proficiency in the ELD standards.



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17. “Equal educational opportunity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
18. “Exit criteria” means the criteria that must be applied before a student may be exited from a LIEP.
19. “High-intensity ESL program” means an instructional program alternative in which students receive two or more class periods each day in session of ESL instruction. One period is the standard ESL class, and the other period is a tutorial or ESL reading class.
20. “Instructional program alternative” means a LIEP, other than bilingual education and/or dual language immersion, that may be established by the Board of Education in consultation with, and approval of, the New Jersey Department of Education through a waiver request pursuant to N.J.S.A. 18A:35-18. All students in an instructional program alternative receive an ESL class period each day in session.
21. “Language instruction educational program” or “LIEP” means the program of services in which a ML receives instruction and support to develop and attain English language proficiency while meeting or exceeding the New Jersey Student Learning Standards (NJSLS) in academic content areas. MLs in a LIEP develop proficiency in the English language while they develop skills and knowledge within the academic content areas. A LIEP includes the services that all MLs are entitled to receive, pursuant to N.J.S.A. 18A:35-16 and N.J.A.C. 6A:15. LIEP includes “programs of bilingual education,” pursuant to N.J.S.A. 18A:35-16, and “instructional alternative programs,” pursuant to N.J.S.A. 18A:35-18.
22. “Multicultural curriculum” means the same as that term is defined pursuant to N.J.A.C. 6A:7.
23. “Multilingual learner” or “ML” means a student whose primary language is not English, who is identified through the process set forth in N.J.A.C. 6A:15, and who is developing proficiency in multiple languages (e.g., English and a primary language). The term is synonymous with “English learner” or “English language learner”.



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24. “Newcomer” means any student born outside of the United States who has recently arrived in the United States. Newcomer is an umbrella term that includes a heterogenous group of immigrants; some newcomers may also be MLs or students with interrupted formal education (SIFE).
25. “NJSLS” means the New Jersey Student Learning Standards as defined at N.J.A.C. 6A:8-1.3.
26. “Parent(s)” means the natural or adoptive parent, legal guardian, surrogate parent appointed pursuant to N.J.A.C. 6A:14-2.2, 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). Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pursuant to N.J.A.C. 6A:32. In addition, a resource family parent may act as a parent pursuant to N.J.A.C. 6A:32 if the parent’s authority to make education decisions on the student’s behalf has been terminated by a court of appropriate jurisdiction.
27. “Primary language” means the language or mode of communication in which a ML is most fluent or speaks more regularly than any other language. In the case of a student, the primary language is the language normally used by the student’s parent.
28. “Sheltered English instruction” means an instructional program alternative to make academic instruction in English understandable to MLs. Sheltered English classes are taught by classroom teachers who deliver instruction in English, may not hold a bilingual/ESL endorsement, but have received training on strategies for instructional adaptation, pursuant to N.J.A.C. 6A:8-1.3, to make academic content areas comprehensible for MLs.
29. “State Seal of Biliteracy” means a recognition awarded pursuant to N.J.A.C. 6A:8-5.3.



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30. “Statewide home-language survey” or “Statewide HLS” means a standardized questionnaire developed by the Department for school districts to use to help identify which students are potential MLs and which students will require a record review and an ELP assessment to determine whether they are eligible for placement in a LIEP.
31. “Student with interrupted formal education” or “SIFE” means a ML in grades four to twelve who has experienced disruptions in their formal education that took place outside of the United States.

## B. Identification of Eligible Multilingual Learners – N.J.A.C. 6A:15-1.3

1. The school district shall use, at the time of enrollment, the multi-step process set forth at N.J.A.C. 6A:15-1.3(a)1 through (a)3 and B.1.a. through B.1.c. below to identify MLs enrolled in the school district.
  - a. The district shall administer to each student enrolled in the school district the Statewide HLS. The district shall use the Statewide HLS to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML. The Statewide HLS shall be completed, in writing, or by verbal interview by an individual with knowledge of the student, such as a parent(s), trained school district personnel, or a bilingual or ESL teacher;
  - b. Following the administration of the Statewide HLS, the district shall conduct a records review process to determine whether the student is a ML.
    - (1) The records review process may include, but is not limited to, reviewing available information about the student’s overall academic performance from current or prior years; observations of teaching staff members who have worked with the student; interviews with the student or the student’s parent or family in their primary language; and/or additional school records as needed in compliance with State and Federal student privacy laws; and



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c. The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and B.1.a. or B.1.b. above and whose primary language is other than English by administering an ELP assessment. Students who do not meet the Department-established cut score on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP.

(1) Preschool students who are identified, pursuant to the processes set forth at N.J.A.C. 6A:15-1.3(a)1 and (a)2 and B.1.a. and B.1.b. above, as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level.

(2) The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.

2. The district shall maintain a roster indicating all identified students whose primary language is other than English and who are MLs.

C. Board Requirements, Including Language Instruction Educational Programs for Multilingual Learners – N.J.A.C. 6A:15-1.4

1. The district shall provide all preschool to twelfth-grade MLs enrolled in the school district pursuant to N.J.S.A. 18A:7F-46 and 18A:7F-54 with equal educational opportunities and all educational activities and programs, including required courses and support services defined at N.J.A.C. 6A:15-1.4(b) through (e) and C.2. through C.5. below to prepare MLs to meet or exceed the NJSLs for high school graduation. The instructional opportunities shall be designed to assist MLs to fully comprehend all subject matter and demonstrate their mastery of all NJSLs academic content areas.



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- a. Instructional opportunities may also include individualized and targeted supports, as needed by MLs.
  - b. The district shall ensure that all educational services, activities, and programs incorporate a linguistically and culturally responsive, multicultural curriculum in accordance with N.J.S.A. 18A:35-4.35, 18A:35-4.36, and 18A:35-4.36a. to ensure educational equity aligned to the Board of Education's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
2. The Board shall provide all MLs with a LIEP.
  - a. The Board shall provide appropriate instructional programs to preschool MLs pursuant to N.J.A.C. 6A:15-1.4(c) and C.3. below.
  - b. Whenever there are twenty or more MLs in Kindergarten through twelfth-grade in any one language classification enrolled in the school district, a LIEP shall include bilingual education or dual language immersion programs pursuant to N.J.A.C. 6A:15-1.4(e) and C.5. below, unless waived pursuant to N.J.A.C. 6A:15-1.15 and N. below.
  - c. Whenever there are ten or more MLs in Kindergarten through twelfth-grade enrolled in the school district, an ESL program shall be provided.
  - d. Whenever there are at least one, but fewer than ten MLs in Kindergarten through twelfth-grade enrolled in the school district, the Board shall provide the MLs with English language services. English language services shall be provided as part of the regular school program.
  - e. Instructional program alternatives may be implemented pursuant to N.J.A.C. 6A:15-1.15 and N. below.
3. The Board shall provide appropriate instructional programs to eligible preschool MLs based on the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A – Elements of High-Quality Preschool Programs.



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- a. A program that meets the New Jersey Preschool Teaching and Learning Standards of Quality and is approved, pursuant to N.J.A.C. 6A:13A, will be considered a preschool LIEP.
4. The Board shall establish bilingual education or dual language immersion programs whenever there are twenty or more MLs in any one language classification enrolled in the school district in Kindergarten through twelfth-grade, pursuant to N.J.S.A. 18A:35-18. Bilingual education or dual language immersion programs shall:
  - a. Be designed to prepare MLs to acquire sufficient English knowledge and skills to meet the NJSLs. All MLs participating in bilingual and dual language immersion programs shall also receive a class period of ESL instruction each day in session;
  - b. Include a curriculum that is aligned to the NJSLs and the ELD standards and includes primary language instruction delivered to further master literacy in the primary language and as a support in the development of English proficiency;
  - c. Include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district; and
  - d. Utilize a curriculum for bilingual education programs that is adopted by the Board.
5. The Board shall provide at least one class period of ESL instruction each day in session based on a student's English language level to all MLs placed in a LIEP.
  - a. The Board shall develop and adopt an ESL curriculum that addresses the ELD standards to address the instructional needs of MLs.
  - b. The ESL curriculum shall be cross-referenced to the school district's bilingual education and academic content area curricula to ensure that ESL instruction is correlated to all academic content areas taught.



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6. The Board may establish dual language immersion programs to meet the requirement at N.J.A.C. 6A:15-1.4(b)2. and C.2.b. above and N.J.S.A. 18A:35-15 through 18A:35-26.
  - a. Dual language immersion programs shall be designed to help students achieve proficiency in English and in a second language while mastering academic content area skills.
  - b. Instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards.
  - c. Classes in dual language immersion programs shall be comprised of at least fifty percent MLs.
  - d. The program may be coordinated with the school district's world languages program.
  - e. Dual language immersion programs that are not established to provide the LIEP services required pursuant to N.J.S.A. 18A:35-15 through 18A:35-26 do not have to comply with the requirements of N.J.A.C. 6A:15, Policy 2423, and this Regulation.
7. The Board may establish a newcomer program for a limited duration in time to address the needs of recent immigrant students, particularly SIFEs, before the students transition to a general education classroom. A high-quality newcomer program shall:
  - a. Be age-appropriate;
  - b. Include content that relates to the NJSLS;
  - c. Include social-emotional learning; and
  - d. Include courses that are credit-bearing and count toward graduation pursuant to N.J.A.C. 6A:8, or promotion requirements to allow students to meet grade-level standards within a reasonable period of time.



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8. The Board shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable MLs to meet or exceed the NJSLS for graduation. When sufficient numbers of students are not available to form a bilingual class in an academic content area, the Board shall develop, in consultation with and approved by the Department, plans to meet the needs of the students.
9. In addition to N.J.A.C. 6A:15-1.4(a) through (h) and C.1. through C.8. above, the Board shall design additional programs and services to meet the special needs of eligible MLs. The additional programs and services shall include, but not be limited to, individualized and targeted supports through Title I programs; special education; career and technical education programs; gifted and talented education services; supports to help MLs earn a State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3; and individualized learning opportunities pursuant to N.J.A.C. 6A:8-5.1.
10. The Board may establish a program in bilingual education or dual language immersion for any language classification with fewer than twenty students.
11. The Board shall establish a process for how MLs in high school may meet the world language or ELA course graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, by applying credits earned in an ESL course. The Board shall verify on a student's record that the applicable ESL credits meet or exceed the NJSLS at the high school level.

D. Approval Procedures – N.J.A.C. 6A:15-1.5

1. The school district providing a LIEP shall submit a plan every three years to the Department for approval.
2. The Board of Education's LIEP plan shall demonstrate that:
  - a. For Kindergarten through twelfth-grade, LIEP curricula include or are aligned with:



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- (1) The NJSLS;
  - (2) The ELD standards; and
  - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- b. For preschool, the ML instruction and support meets the language instruction requirements in the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A and the curricula include or are aligned with:
- (1) The NJSLS;
  - (2) The ELD standards for preschool; and
  - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- c. MLs have equitable access to educational activities and programs in a manner aligned to the Board's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
- d. School district staff engage in ongoing and continuous program evaluations that shall include regular reviews of student performance data (for example, graduation rates and assessment results) and other measures (for example, absenteeism, disciplinary records, and course enrollment) to evaluate whether MLs in the district have equitable access to educational opportunities, including, but not limited to, gifted and talented programs; advanced coursework and dual enrollment; work-based learning opportunities; extra-curricular activities; and career counseling.
- e. Preschool students participate in instructional activities pursuant to N.J.A.C. 6A:13A.



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- f. Bilingual and dual language immersion programs promote bilingualism, biliteracy, cross-cultural competency, high levels of academic achievement in both languages, and a path, if available, toward attaining the State Seal of Biliteracy.
  - 3. The Board's LIEP plan submitted to the Department for approval shall include information on the following:
    - a. Identification of MLs in preschool through twelfth-grade;
    - b. LIEP description;
    - c. The number of staff hired for the LIEP by certificate type;
    - d. Bilingual and ESL curriculum;
    - e. Evaluation design;
    - f. Review process for a student's exit from ML status; and
    - g. A budget for all components of the LIEP.
  - 4. The Department will review the plan to ensure the Board has a system of support for all MLs that is aligned to N.J.A.C. 6A:15, Policy 2423, and this Regulation. The Department may request modifications of the plan, as appropriate, and shall determine whether to approve the Board's plan.
- E. Supportive Services – N.J.A.C. 6A:15-1.6
- 1. Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the district.



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2. The school district shall provide MLs with linguistically and culturally responsive supportive services, such as academic counseling; tutoring; career guidance; and mental health counseling. Bilingual personnel who are trained in social-emotional learning and are familiar with and knowledgeable about the unique assets and needs of the MLs, including newcomers and SIFEs, and their parents, shall provide the services.
- F. Professional Development – N.J.A.C. 6A:15-1.7
1. As part of the district- and school-level plans for professional development requirements at N.J.A.C. 6A:9C-4.2, the Board of Education shall describe professional learning for bilingual, ESL, and academic content teachers whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of MLs.
  2. The district- and school-level professional development plan shall:
    - a. Include instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1, and training on appropriate assessments to help MLs meet the NJSLs and the ELD standards;
    - b. Address the needs of bilingual and ESL teachers, who shall receive training in the use of the ESL curriculum and the ELD standards; and
    - c. Ensure all teachers receive training on the ELD standards and how to provide linguistically and culturally accessible instruction and appropriate modifications and accommodations for MLs.
- G. Certification – N.J.A.C. 6A:15-1.8
1. All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5.



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2. Dual language immersion programs, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18; N.J.A.C. 6A:15; Policy 2423; and this Regulation may be taught by one or more teaching staff members. In these dual language immersion programs, the following endorsements to an instructional certificate shall be fulfilled by one or more teaching staff members:
    - a. An endorsement for the appropriate grade level and/or academic content area being taught; and
    - b. An endorsement in bilingual/bicultural education or world languages.
      - (1) A teaching staff member of a language other than English has demonstrated linguistic competence in the language of their instruction, pursuant to N.J.A.C. 6A:9B-10.5 or 11.5(a)2.
  3. All teaching staff members of ESL classes shall hold a valid New Jersey instructional certificate with an ESL endorsement, pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-11.6.
  4. All teaching staff members providing English language services shall hold a valid New Jersey instructional certificate.
- H. Language Instruction Educational Program Placement, Assessment, Exit, and Reentry – N.J.A.C. 6A:15-1.9
1. All MLs from Kindergarten through twelfth-grade shall be enrolled in a LIEP established by the Board of Education in accordance with N.J.A.C. 6A:15-1.4(b) through (f) and C.2. through C.6. above, N.J.A.C. 6A:15-1.15(a) and N.1. below, and N.J.S.A. 18A:35-18 and N.J.S.A. 18A:35-22.
  2. Students identified as MLs shall be assessed annually using ELP assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2, shall be assessed annually using an alternate ELP assessment.



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3. A ML enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.
  - a. Pursuant to 34 CFR §200.6(h)(4)(ii), a ML with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain may be exited from ML status based on the student meeting the Department-determined cut score on the remaining domains in which the student was assessed.
4. When the review process for exiting a student from a LIEP has been completed, the district shall notify, by written communication, the student's parent of the placement determination. If the parent or a teaching staff member disagrees with the student's placement, the parent or teaching staff member may appeal the placement to the Commissioner of Education, pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3, after exhausting the school district's appeal process.
5. A parent may remove a student who is enrolled in a LIEP pursuant to N.J.S.A. 18A:35-22.1.
  - a. A student who is identified as a ML and whose parent refuses placement in a LIEP shall still access and meet the academic expectations of the NJSLS. Pursuant to N.J.A.C. 6A:8, N.J.A.C. 6A:15-1.6, and E. above, the district shall ensure that students whose parents refuse placement are provided the appropriate instructional adaptations and appropriate assessment modifications and accommodations for Statewide assessments.



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6. The district shall monitor, for a minimum of two years, the academic progress of students who are exited from a LIEP to ensure that the students are continually meeting or exceeding the NJSLs when the curriculum and instruction are delivered in English.
7. Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP as follows:
  - a. After a minimum of one-half an academic year and within two years of exit, the teaching staff member delivering instruction in English may recommend retesting with the approval of the Principal.
  - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to classes where English is the primary language of instruction.
  - c. The recommendation for retesting shall be based on the teaching staff member's documented observation of a student's academic performance and data-based determination that the student is experiencing difficulties due to problems in using the English language to communicate effectively with peers and adults; understand directions given by the teaching staff member; and/or comprehend basic verbal and written materials.
  - d. The student shall be tested using a different form of the English language proficiency assessment than the one used to exit the student from the LIEP.
  - e. If the student scores below the Department-determined cut score on the English language proficiency assessment, the student shall be reenrolled into a LIEP.



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I. Graduation Requirements for Multilingual Learners – N.J.A.C. 6A:15-1.10

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a).

J. Location – N.J.A.C. 6A:15-1.11

1. All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20, except under the following circumstances:

- a. A LIEP is conducted in another school district as part of a joint program, pursuant to N.J.A.C. 6A:15-1.13 and L. below; or
- b. A ML's individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, occurs outside of the school district's classrooms.

K. Notification – N.J.A.C. 6A:15-1.12

1. The district shall notify, by written communication, the parent of a ML of the fact that their child has been identified as eligible for placement in a LIEP.

- a. The district shall issue the notification within thirty calendar days of the start of the school year.
- b. For a student who enrolls after the beginning of the school year, the district shall issue the notification within fourteen calendar days of the student being placed in a LIEP.

2. The notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English, and shall include the following information:

- a. Why the student was identified as a ML;



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- b. Why the school district determined the student needs to be placed in a LIEP that will help the student develop and attain English proficiency and meet the NJSLs;
  - c. The student's level of English language proficiency, how the level of English language proficiency was assessed, and the student's performance in academic content areas;
  - d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a primary language, if applicable;
  - e. How the program will meet the student's specific needs in attaining English language proficiency and meeting or exceeding the NJSLs;
  - f. The program's exit requirements, the expected amount of time that the ML will need to successfully achieve in classrooms where the language of instruction is English, and, in the case of high school students, the expected rate of graduation;
  - g. How the LIEP will meet the objectives of the individualized education program of a student with a disability; and
  - h. A statement that the parent may decline the child's enrollment in a LIEP, and that the parent shall be given an opportunity to do so or to select a different type of LIEP service available at the child's school.
3. The district shall send progress reports to the parents of students enrolled in a LIEP in the same manner and frequency as progress reports are sent to the parent of other students enrolled in the school district.
4. Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.



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

L. Joint Programs – N.J.A.C. 6A:15-1.13

1. With approval of the Executive County Superintendent on a case-by-case basis, the Board of Education may join with another district Board to provide:
  - a. A LIEP; and
  - b. An individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.

M. Parental and Family Engagement – N.J.A.C. 6A:15-1.14

1. The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the LIEP.
  - a. This duty includes ensuring all information regarding a ML's educational experience is available in the language in which the parent possesses a primary speaking ability, and in English. This information includes, but it not limited to: district- and school-level policies; invitational letters regarding school or district programs; information regarding student discipline policies and procedures; registration and enrollment; report cards; requests for parent permission for student participation in district or school activities; parent-teacher conferences; parent handbooks; and gifted and talented programs.
2. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.



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## N. Waiver Process Provided by Statute – N.J.A.C. 6A:15-1.15

1. A school district that has twenty or more students eligible for the bilingual education program in Kindergarten through twelfth-grade may request annual approval from the Department to waive the requirement at N.J.A.C. 6A:15-1.4(d) and C.4. above and, instead, to establish an instructional program alternative if the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students.
  - a. Instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time program; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.
  - b. All instructional program alternatives shall be designed to assist MLs to develop English language proficiency while learning the knowledge and skills for academic content areas to meet or exceed the NJSLs.
  - c. Instructional program alternatives shall be developed in consultation with the Department based on student enrollment and achievement data.
  - d. A Board of Education implementing instructional program alternatives annually shall submit to the Department student enrollment and achievement data that demonstrate the continued need for the programs.
  - e. Instructional program alternatives shall be approved annually by the Department based on the Department's review of student enrollment and achievement data.

Issued: 14 June 2024  
Revised: 19 July 2016  
Revised: 14 March 2023  
Revised: 14 May 2024



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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

M

## 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 student-athletes participating in a program of athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete to return to a program of athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

This Policy and Regulation 2431.4 are consistent with the requirements of N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and the recommendations developed by the Center for Disease Control and Prevention (CDC).

For the purpose this Policy and Regulation 2431.4, “program of athletic competition” shall include any competition or practice in 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.

For the purpose of this Policy and Regulation 2431.4, “student-athlete” shall mean any student enrolled in a public or nonpublic school in New Jersey who is a participant in a program of athletic competition organized by the school district.

The staff member supervising the program of athletic competition shall take steps to prevent concussions and head injuries; ensure student-athletes have appropriate supervision and safety equipment; and ensure student-athletes avoid unsafe conditions.



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### Prevention and Treatment of Sports-Related Concussions and Head Injuries

The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2.

Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program or athletic competition. A student-athlete who was removed from a program of athletic competition shall not participate in further programs of athletic competition until the student-athlete: is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions; receives written medical clearance from a physician trained in the evaluation and management of concussions to return to a program of athletic competition; and progresses through the steps outlined in the CDC's Six-Step Return to Play Progression. The student-athlete's written medical clearance shall be reviewed and approved by the school physician.

School personnel shall contact the parent of a student-athlete to inform them of a suspected sports-related concussion or head injury as soon as possible after the incident. School personnel shall provide the parent with a checklist or copy of the return to play protocols outlined in this Policy and Regulation 2431.4.

The student-athlete may not begin the CDC's Six-Step Return to Play Progression until the student-athlete receives a medical examination, provides the required written medical clearance, and the medical clearance is approved by the school physician.

Some symptoms may require immediate medical treatment. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms; loss of consciousness; direct neck pain associated with the injury; or any other symptom that may require immediate medical treatment.

The district will provide temporary supports to a student-athlete that has sustained a concussion or other head injury.



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The Commissioner of Education and Commissioner of Health educational fact sheet that provides information concerning the use and misuse of opioid drugs in the event a student-athlete is prescribed an opioid for a sports-related injury shall be provided to the parents of student-athletes. The district shall obtain a signed acknowledgement of receipt by the student-athlete and their parent in accordance with the provisions of N.J.S.A. 18A:40-41.10.

The Board shall review this Policy and Regulation 2431.4 annually and update as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries pursuant to N.J.S.A. 18A:40-41.3.

The 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 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.

New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions – August 2023

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

Adopted: 14 June 2011  
Revised: 20 November 2012  
Revised: 22 March 2022  
Revised: 14 May 2024



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

The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and Policy 2431.4.

### A. Prevention

1. The following steps may be taken to prevent concussions and head injuries and ensure the safety of student-athletes:
  - a. Limit the number of stunts during cheerleading practice.
    - (1) When stunting is performed, spotters shall be used and the surface shall be soft and in good condition; and
    - (2) Safe stunting techniques shall be taught and student-athletes shall not be permitted to attempt new or difficult stunts without proper instruction and a coach on hand.
  - b. Ensure student-athletes have appropriate supervision during practices and a designated safe practice facility in good condition for the activity.
  - c. Ensure the use of appropriate fitted and maintained safety equipment.
  - d. Ensure student-athletes avoid unsafe actions such as:
    - (1) Hitting another student-athlete in the head;
    - (2) Using their head to contact another student-athlete;
    - (3) Making illegal contacts; and



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- (4) Trying to injure or put another student-athlete at risk for injury.
- e. Limit the amount of contact during practices. This may include:
  - (1) Limiting the amount of practice time that includes scrimmages or full-speed drills.
- f. Teach student-athletes proper techniques and ways to avoid hits to the head.
- g. Keep a close eye on student-athletes in positions that are at increased risk for concussion to help spot a potential concussion.

## B. Possible Signs or Symptoms of Concussion

- 1. Some mild traumatic brain injuries and concussion symptoms may appear right away, while others may not appear for hours or days after the injury. These symptoms may be observed by coaches, licensed athletic trainers, school/team physicians, school nurses, teachers, parents, or a teammate. Below are a few examples of possible signs and symptoms of a concussion:
  - a. The student-athlete grabs or holds head after a play or hit - “Hands to Head”;
  - b. The student-athlete appears to be “shaking it off”;
  - c. The student-athlete appears dazed or “foggy”;
  - d. The student-athlete forgets plays or demonstrates short term memory difficulty;
  - e. The student-athlete cannot recall injury or events just before or just after the injury;
  - f. The student-athlete answers questions slowly or inaccurately;



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- g. The student-athlete has a headache;
  - h. The student-athlete is nauseous or is vomiting;
  - i. The student-athlete is experiencing balance problems or dizziness;
  - j. The student-athlete is experiencing double vision or changes in vision;
  - k. The student-athlete is experiencing sensitivity to light or sound/noise;
  - l. The student-athlete is feeling sluggish or foggy;
  - m. The student-athlete is having difficulty with concentration and short-term memory;
  - n. The student-athlete is experiencing sleep disturbance; and
  - o. The student-athlete is experiencing irritability and/or mood changes.
2. Any possible signs or symptoms of a concussion shall be reported by the student-athlete participating in a program of athletic competition to the coach(es), athletic trainer, school or team physician, school nurse, and/or parent.

## C. Treatment

- 1. Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program of athletic competition.
- 2. The staff member supervising the student-athlete during the program of athletic competition shall immediately contact the school physician, athletic trainer, or school nurse to examine the student-athlete.



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### Prevention and Treatment of Sports-Related Concussions and Head Injuries

3. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms, loss of consciousness, or direct neck pain associated with the injury pursuant to D. below.
4. A student-athlete who is removed from a program of athletic competition shall not participate in further programs of athletic competition until:
  - a. The student-athlete is 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 the program of athletic competition; and
    - (1) The student-athlete's written medical clearance from a physician must indicate a medical examination has determined:
      - (a) The student-athlete's injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or
      - (b) The student-athlete's injury was a concussion or other head injury and the student-athlete's physician will monitor the student-athlete to determine when the student-athlete is asymptomatic at rest and when the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.
    - (2) The student-athlete's written medical clearance shall be reviewed and approved by the school physician.



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- (3) A student-athlete who has suffered a concussion or other head injury may not begin the CDC's Six-Step Return to Play Progression as outlined in E. below until the student-athlete receives a medical examination and provides the required written medical clearance to the Principal or designee.
    - (4) A written medical clearance not in compliance with the provisions of C.4.a. above will not be accepted.
  - b. A student-athlete who has suffered a concussion or other head injury returns to regular school activities without the need for additional support and is no longer experiencing symptoms of the injury when conducting those activities.
    - (1) If school is in session, a student-athlete who has suffered a concussion or other head injury must return to regular school activities without symptoms or need for additional support before returning to a program of athletic competition as part of the CDC's Six-Step Return to Play Progression.
    - (2) If school is not in session, a student-athlete who has suffered a concussion or other head injury must return to their normal daily activities without symptoms as part of the CDC's Six-Step Return to Play Progression.
- D. Symptoms Requiring Immediate Medical Assessment (911/Emergency Evaluation)
  - 1. The following symptoms requiring immediate medical assessment include, but are not limited to:
    - a. The student-athlete loses consciousness;
    - b. The student-athlete has a headache that gets worse and does not go away;



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- c. The student-athlete is experiencing weakness, numbness, decreased coordination, convulsions, or seizure;
  - d. The student-athlete is experiencing repeated vomiting and/or intractable retching;
  - e. The student-athlete is slurring speech or exhibiting unusual behavior (disoriented);
  - f. The student-athlete has one pupil (the black part in the middle of the eye) larger than the other; and
  - g. The student-athlete cannot recognize people or places and/or gets confused, restless, or agitated.
- E. CDC's Six-Step Return to Play Progression for Students Who Have Suffered a Concussion or Other Head Injury
- 1. The return of a student-athlete to a program of athletic competition shall be in accordance with the CDC's Six-Step Return to Play Progression recommendations and any subsequent changes or other updates to those recommendations as developed by the CDC. Recovery is individual.
    - a. As applicable, the student-athlete's treating healthcare provider may guide the student-athlete through the return to play protocol while experiencing mild symptoms as part of the treatment.
    - b. In addition, the student-athlete's treating healthcare provider may adjust the treatment plan prior to Step Six, full return to competition.
    - c. Clearance from a student-athlete's physician trained in the evaluation and management of concussions is required before returning to full competition.



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## 2. Six-Step Return to Play Progression

### a. Step 1: Back to Regular Activities

The student-athlete is back to their regular activities (such as school).

### b. Step 2: Light Aerobic Activity

The student-athlete shall begin with light aerobic exercise only to increase a student-athlete's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weightlifting at this point.

### c. Step 3: Moderate Activity

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

### d. Step 4: Heavy, Non-Contact Activity

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

### e. Step 5: Practice & Full Contact

The student-athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

### f. Step 6: Competition

The student-athlete may return to competition.



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3. It is important for a student-athlete's parent(s), coach(es), and teachers to watch for concussion symptoms after each day's Six-Step Return to Play Progression activity.
  4. A student-athlete should only move to the next step if they do not exhibit any new symptoms at the current step.
  5. If a student-athlete's symptoms return or if they develop new symptoms, this could be a sign the student-athlete is overexerting. The student-athlete shall stop these activities and the student-athlete's medical provider shall be contacted. After more rest and no concussion symptoms, the student-athlete can start at the previous step.
- F. Temporary Supports for Student-Athletes with Sports-Related Head Injuries or Concussions
1. Initial rest followed by a gradual return to activity during healing is recommended. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
  2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, texting, even watching movies if a student-athlete is sensitive to light/sound, can slow a student-athlete's recovery. Managing the symptoms through a balance of rest and activity is the key to recovery.
    - a. The district will provide support for student-athletes diagnosed with a concussion.
    - b. The student-athlete's health care provider will handle short-term medical accommodations.
  3. Collaboration between the student-athlete's health care provider and the school may be necessary. If accommodations are needed for an extended time, the district may want to consider implementing accommodations via a formalized 504 plan.



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4. The Principal or designee may address the student-athlete's cognitive needs in the following ways:
  - a. Limit the student-athlete's screen time;
  - b. Have the student-athlete take rest breaks as needed;
  - c. Have the student-athlete spend fewer hours at school;
  - d. Provide the student-athlete more time to take tests or complete assignments. (All courses should be considered);
  - e. Provide the student-athlete help with schoolwork;
  - f. Reduce the student-athlete's time spent on the computer, reading, and writing;
  - g. Provide or grant the student-athlete early passing time to avoid crowded hallways; and/or
  - h. Allow the student-athlete extra time to complete tests or coursework.
5. These supports and/or short-term medical accommodations may be addressed in an individualized healthcare plan for a student-athlete who has suffered a concussion or other head injury.
6. Concussions affect several aspects of brain function, including cognition, balance and coordination, visual tracking and processing, behavior, and others. The symptoms experienced, difficulties faced, and timeline for recovery will vary for each individual.
7. A brief period of relative rest followed by a gradual return to lighter activities is generally considered the best "medicine" for healing concussions or other head injuries. This may include relative rest from both physical and cognitive activities. Each injury, and therefore each treatment plan, is different. School personnel, in collaboration with the student-athlete, parents, and the student-athlete's health care provider, are in the best position to create flexible, temporary supports to meet the needs of each student-athlete.



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## G. Education

1. The CDC offers tips for health professionals and educators on their website. Interscholastic Head Injury Training Programs are available via the CDC website or the National Federation of State High School Associations.
2. This training shall be completed by the school/team physician, licensed athletic trainer, school nurses, coaches, and other relevant school personnel.

## H. Other Considerations

1. Educational information for student-athletes on the prevention of concussions shall be reviewed.
2. The importance of early identification and treatment of concussions to improve recovery shall be reinforced.
3. School personnel shall contact the student-athlete's parent and inform them of the suspected sports-related concussion or head injury before allowing the student-athlete to go home after a program of athletic competition.
4. School personnel shall provide the parent of the student-athlete with a checklist or copy of the return to play protocols including the requirement of written clearance from a physician trained in the evaluation and management of concussions before the student-athlete is able to return to a program of athletic competition.

## I. Interscholastic Head Injury Training Program

1. The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2. The training program shall include:



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Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

- a. The recognition of the signs of head and neck injuries, concussions, and second impact syndrome; and
  - (1) Pursuant to N.J.S.A. 18A:40-41.1.d., if a student-athlete sustains a second concussion while still having symptoms of a previous concussion, it can lead to the severe impairment and even the death of the student-athlete, and is referred to as second-impact syndrome.
- b. The CDC's Six-Step Return to Play Progression or any subsequent changes or other updates developed by the CDC.

## J. "Return to Play Progressions" vs. "Therapeutic Progressions"

- 1. In many cases, after the initial rest period, concussed individuals may be encouraged to resume limited activities, including light physical and cognitive activities, even in the presence of some continued symptoms. This may be referred to as "therapeutic progressions," and while some of the activities may overlap with the CDC's Six-Step Return to Play Progression, it is different in the goals and intent from "return to play."
  - a. "Return to play" progressions are intended to test the concussed individual's readiness to perform the activity correctly, and to do so with no symptoms.
  - b. "Therapeutic" progressions are intended to help the individual recover and to help them improve their performance and tolerance to those activities. This may take several days, or longer, at any given step.
  - c. "Therapeutic progressions" should be recommended and supervised by a health care provider familiar with the evaluation and management of concussions, and monitored by a team including the student-athlete, parents, health care provider, and school personnel. Adjustments to the program should be in response to the student-athlete's



# REGULATION GUIDE

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### Prevention and Treatment of Sports-Related Concussions and Head Injuries

overall symptom load and progress. It should be remembered that student-athletes may progress at different rates for various aspects of their injury, such as tolerating light to moderate aerobic activity before tolerating being in the classroom, or tolerating schoolwork done at home before tolerating the classroom and school environment. Of note, progressions in one aspect of the treatment plan can have a positive effect on other areas as the brain is returning to a more typical overall level of function. A successful treatment plan is one that can adapt appropriately for each student-athlete.

#### K. Educating the Community on the District Sports-Related Concussions and Head Injuries Policy

1. The Board shall review Policy 2431.4 and this Regulation annually, and update as necessary to ensure Policy 2431.4 and this Regulation reflect the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries.
2. The district may provide regular education and training for staff including administrators, teachers, paraprofessionals, and school counselors regarding concussions and other head injuries as head injuries can happen at any time during the school day or outside of school.
3. The district is in a unique position to promote healthy behaviors. The district can embed education related to the prevention and treatment of concussions and head injuries through the New Jersey Student Learning Standards Comprehensive Health and Physical Education Standard 2.3 – Safety. In addition, N.J.S.A. 18A:6-2 requires education in accident and fire prevention and N.J.S.A. 18A:35-5 requires education in injury or illness emergencies.

Adopted: 14 June 2011  
Revised: 15 December 2020  
Revised: 14 May 2024



# POLICY GUIDE

TEACHING STAFF MEMBERS

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Code of Ethics

## 3211 CODE OF ETHICS

The Board of Education endorses the code of ethics for professional educators published by the National Education Association (**NEA**).

### Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues;; of students;; of parent(s) ~~or legal guardian(s)~~; and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

### Principle I – – Commitment to the Student

The educator strives to help each student realize **their** ~~his/her~~ potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.



# POLICY GUIDE

## TEACHING STAFF MEMBERS

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Code of Ethics

2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not, on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation~~, unfairly:—
  - a. Exclude any student from participation in any program;
  - b. Deny benefits to any student; **or**
  - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

### Principle II – – Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.



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TEACHING STAFF MEMBERS

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Code of Ethics

In fulfillment of the obligation to the profession, the educator:—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent **their** ~~his/her~~ professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

**N.J.A.C. 6A:7-1.1; 6A:7-1.3**

Adopted: 14 June 2011

Revised: **14 May 2024**



# POLICY GUIDE

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Honoring Pupil Achievement

## 5440 HONORING PUPUL ACHIEVEMENT

**The Board of Education values excellence and wishes to instill in students the desire to do their best in all things.**

**The Board will recognize the outstanding achievements of students by means appropriate to the grade level of the student and to the nature of the accomplishment.**

**The Board will maintain membership in the National Honor Society and will follow the guidelines of that organization in selecting members from the students in this district.**

**In each high school graduating class, the student who has earned the highest grade point average shall be named valedictorian and the student who has earned the next highest grade point average shall be named salutatorian.**

**Grade point average shall be determined in accordance with Policy No. 5430.**

**In the event the highest or next highest grade point average has been earned by two or more students, both or all the students who have tied for first or second place shall be named co-valedictorian or co-salutatorian, as the case may be.**

**The Superintendent shall develop regulations for the recognition of student achievement that establish fair standards for recognition, assure that all eligible students are offered an equal opportunity to meet those standards, and provide for appropriate recognition ceremonies and awards.**

~~High School~~

~~General~~

~~The Board of Education believes that pupil achievement should be recognized at all levels in a manner appropriate to the pupil's accomplishment.~~

~~The Board directs the Superintendent or designee to develop criteria and procedures for presenting awards to pupils for scholarship and outstanding accomplishments in the arts, athletics and citizenship.~~



# POLICY GUIDE

STUDENTS

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Honoring Pupil Achievement

~~The Superintendent shall review and advise the Board on acceptance of proposed trophies, prizes, scholarships or other awards from non-school donors. Any such proposed award shall be free from bias as outlined in the district's affirmative action policies.~~

~~Criteria regarding eligibility and selection for awards shall be disseminated annually to all pupils and parent(s) or legal guardian(s).~~

## ~~Service Participation~~

~~School service groups shall be recognized for participation in order to emphasize the importance of good citizenship in school life as outlined in the course of study.~~

### ~~A. Honor Roll requirements:~~

~~First Honor Roll: 93 (or above) in each subject.~~

~~Second Honor Roll: 85 (or above) in each subject.~~

~~B. Computation of class rank: class rank will be determined by a numerical average of all courses completed and/or attempted. (All courses are included.) Honors and Advanced Placement courses will be weighted by an additional seven points and included in calculation of the grade point average.~~

### ~~C. National Honor Society (NHS)~~

~~Pupils in the junior and senior year of high school shall be eligible for membership according to the following criteria:~~

#### ~~1. Scholarship~~

~~Juniors and seniors who have maintained a cumulative average of 93 or higher for the ninth grade through the last semester of their previous year shall be eligible candidates.~~

#### ~~2. Service Leadership Character~~

~~Juniors and seniors who fulfill the scholastic requirements and meet the following criteria for service, leadership, and character by the established deadline will be eligible for membership in the National Honor Society.~~



# POLICY GUIDE

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Honoring Pupil Achievement

~~a. Service: Service incorporates those actions undertaken by a pupil, which are done with or on behalf of others above self-interest and beyond common courtesy and family obligations. To demonstrate service, a pupil will:~~

~~(1) Give time, effort, and talents for the better good without compensation.~~

~~(2) Volunteer and provide dependable and well-organized assistance to others beyond family obligation.~~

~~(3) Work well with others and be willing to take on difficult responsibilities.~~

~~Note: Service is not based on classroom or community work/projects/activities for which grades or pay are given nor does mere membership in school or community organizations qualify as service. Assistance to family does not qualify.~~

~~Procedure:~~

~~(1) To be eligible, pupils must show evidence of a minimum of eighty documented hours of service.~~

~~(2) The eligible hours are those accrued commencing with freshman year of high school.~~

~~(3) These hours should consist of a minimum of two service roles—one in the school and the other in the community.~~

~~(4) One service role must be significant, equivalent to forty hours—the remaining forty hours may be cumulative time from several activities.~~

~~(5) Pupils complete and submit the service forms to the prospective references. Family members are not eligible as references.~~

~~b. Leadership: A leader organizes and motivates others to achieve a common goal. A leader demonstrates the following:~~



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Honoring Pupil Achievement

~~(1) Initiative and self motivation (project from inception through completion with pupils in charge). Check with NHS adviser for approval.~~

~~(2) Ideas and innovative ways to improve civic life through taking on leadership position managerial qualities that distinguish leadership from service.~~

~~Note: Leadership qualification does not include captain of a team or president of a club/organization.~~

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## ~~Procedure:~~

~~(1) To be eligible, a pupil must show evidence of a minimum of forty documented hours of leadership accrued commencing with freshman year of high school.~~

~~(2) These hours will consist of a minimum of two leadership roles, in the high school and/or in the community.~~

~~(3) One leadership role must be significant, equivalent to twenty hours the remaining twenty hours may be cumulative from several leadership roles.~~

~~(4) Pupils complete and submit the leadership form to the prospective references.~~

## ~~3. Character: A person of character demonstrates the following:~~

~~a. Meets promptly individual pledges and responsibilities both inside and outside the classroom.~~

~~b. Upholds the highest standards of honesty, reliability, fairness, and tolerance without instances of school/civic infractions.~~

~~c. Adheres to school and community rules and regulation. No discipline file, suspension, or criminal record.~~

~~d. Takes criticism willingly and accepts recommendations graciously.~~



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Honoring Pupil Achievement

## Procedure:

~~(1) Pupils will submit to eight present or past high school faculty members of the pupil's choice the appropriate character reference form. Family members, coaches and club advisors are not eligible as references.~~

~~(2) All eight signed character reference forms must be returned to the advisor by the established deadline.~~

## 4. Final Review

~~a. The list of eligible candidates is subject to final review by the Faculty Council. The Faculty Council consists of five faculty members appointed annually by the adviser and approved by the Principal. The chapter adviser will be an ex officio member.~~

~~b. The Faculty Council will review the authenticity of all applications. Falsification of information will result in automatic disqualification.~~

~~c. A list of those pupils invited to join the National Honor Society will be generated.~~

## 5. Dismissal Procedure

~~a. Members who fall below the standards, which were the basis for their selection, will be promptly warned in writing by the chapter adviser and given one month to correct the deficiency.~~

~~b. If the deficiency is not corrected within one month, the case will be presented to the Faculty Council.~~

~~c. In all cases of impending dismissal, a member will have the right to a hearing before the Faculty Council. The faculty adviser will notify the pupil in writing. The memo will apprise the pupil of the impending dismissal and the pupil's right to a hearing.~~

~~d. The Faculty Council may dismiss a member by majority vote.~~



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Honoring Pupil Achievement

~~e. If a member is dismissed, the faculty adviser and the Principal will notify him/her in writing.~~

~~f. If a member is dismissed from the National Honor Society, the pupil is expected to surrender the membership card, membership pin and certificate to the chapter adviser.~~

~~g. All references to membership will be deleted from the pupil record upon dismissal and colleges to which the pupil has applied will be notified.~~

## ~~D. French and Spanish Honor Societies:~~

### ~~1. Requirements For Membership~~

~~a. Candidates must have completed the Level III or higher of French or Spanish.~~

~~b. Candidates must be in the 10th, 11th, or 12th grade.~~

~~c. Candidates must demonstrate service and leadership in French or Spanish activities, must be active members of the French or Spanish club, and contribute to the promotion and advancement of language study.~~

~~d. Grade Requirements: A candidate must have:~~

~~(1) A grade average of 93 or 86 in an honors course in the language of study during the selection process.~~

~~(2) A cumulative grade average in all language courses of 93 or 87 in the honors program.~~

~~(3) An 87 or higher in all other course work.~~

~~(4) A cumulative grade point average of 87.~~

~~e. Using the information supplied on each candidate, a faculty committee will determine the final selection for membership.~~



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Honoring Pupil Achievement

~~f. Applications will be accepted in September, and the Induction Ceremony for new members takes place in the fall of each year. Attendance is mandatory for membership.~~

## ~~2. Rules of Conduct~~

~~The Societies are honorary organizations in which pupils must demonstrate impeccable character and leadership. Failure to adhere to the standards of selection can result in dismissal for all Honor Societies.~~

~~a. A pupil who falls below the standard which was the basis for his/her selection will be promptly warned in writing by the chapter adviser. He/she will have one month to correct the deficiency.~~

~~b. If the deficiency is not corrected within one month, the case will be presented to the Faculty Council.~~

~~c. If all cases of impending dismissal, a member will have the right to a hearing before the Faculty Council. The pupil will be notified in writing by the faculty adviser. The memo will apprise the pupil of the impending dismissal and the pupil's right to a hearing.~~

~~d. The Faculty Council may dismiss a member by majority vote.~~

~~e. If a member is dismissed, he/she will be notified in writing by the faculty adviser and the Principal.~~

~~f. If a member is dismissed from the French or Spanish Honor Society, the pupil is expected to surrender the certificate and chapter pin.~~

## ~~E. Kiwanis Honor Society~~

~~Requirements:~~

~~Certificates will be awarded to sophomores and juniors with a GPA of 95 or higher.~~

## ~~F. Board of Education Award~~

~~Requirements:~~



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Honoring Pupil Achievement

~~Pupils must have earned a minimum cumulative numeric grade point average of 93, with no grade lower than 77.~~

## ~~G. Varsity Scholar Awards~~

### ~~Requirements:~~

~~The award is presented to twelfth graders who have maintained a 97 average or better throughout their high school career, including the first semester of the senior year.~~

N.J.S.A. 18A:11-3

Adopted: 14 June 2011

Revised: **14 May 2024**



# POLICY GUIDE

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Sportsmanship

## 5570 SPORTSMANSHIP

The Board of Education requires that all individuals involved in or attending the athletic and intramural programs sponsored by the Board exhibit sportsmanship when representing the school at any athletic event. Sportsmanship is defined as abiding by the rules of the contest as defined or accepted by the participating teams ~~and the gracious acceptance of victory or defeat~~. In exhibiting sportsmanship all participants shall:

1. **Respect** ~~Understand~~ and follow the rules of the contest;
2. Recognize skilled performance of others regardless of affiliation;
3. Display respect for all individuals participating in the athletic event;
4. Treat opponents in an empathetic manner; and
5. Congratulate opponents in victory or defeat.

**Unsportsmanlike conduct** ~~Failure to exhibit good sportsmanship~~ shall include, but not be limited to, the following ~~conduct~~:

1. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who strikes or physically abuses an official, coach, player, or spectator;
2. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who intentionally incites participants or spectators to **violent or** abusive action;
3. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who uses obscene gestures or **profane or** unduly provocative language or action towards officials, coaches, opponents, or spectators;
4. ~~Any school or athletic staff member who is publicly critical of a game official or opposing coaches and/or players;~~



# POLICY GUIDE

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Sportsmanship

45. Any person (athletic department, staff member, student athlete, or a fan or spectator associated with the school district) who engages in **harassing verbal or physical** conduct which exhibits bias based on **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability; and~~
5. Any school or athletic staff member who is publicly critical of a game official, opponents, and/or opposing coaches/players;
6. ~~Schools or school organizations engaging in pre-event activities of an intimidating nature, e.g. use of fog machines, blaring sirens, unusual sound effects or lighting, or similar activities.~~
67. Other conduct judged by the **Principal or designee Athletic Director and/or Principal** to be unsportsmanlike in character; and :
78. Any violation of the rules of the New Jersey State Interscholastic Athletic Association.

**Schools are not permitted to conduct pre-meet/game activities of an intimidating nature, e.g., the use of fog machines, the blaring of sirens or loud music/unusual sound effects, strobe/unusual lighting effects, or similar type activities.**

Failure to exhibit good sportsmanship may **subject the individual to disciplinary action as deemed appropriate by the Board** ~~result in the Board denying the opportunity for any individual to participate in the athletic program or attend athletic events.~~

**NJSIAA General Information Constitution By-laws Rules and Regulations  
2023-2024 Guidelines  
N.J.A.C. 6A:7-1.1; 6A:7-1.3**

Adopted: 14 June 2011  
Revised: 14 May 2024



# POLICY GUIDE

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**Equitable** ~~Equal~~ Educational Opportunity

**M**

## 5750 **EQUITABLE** ~~EQUAL~~ EDUCATIONAL OPPORTUNITY

The Board of Education **will ensure** ~~directs that~~ all students enrolled in the schools of this district shall be afforded **an equitable** ~~equal~~ educational **opportunity** ~~opportunities~~ in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~. The Board shall assure that all students are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will ~~eliminate discrimination~~, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~:

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



# POLICY GUIDE

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## **Equitable** ~~Equal~~ Educational Opportunity

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

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

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self esteem that this Board wishes to encourage in all students. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~ shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

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

42 U.S.C.A. 12101

N.J.S.A. 10:5-1 **et seq.**

N.J.S.A. 18A:4A-1 et seq.; 18A:6-5 et seq.; 18A:36-20

~~N.J.S.A.~~

N.J.A.C. 6A:7-1.1 ~~et seq.~~; **6A:7-1.3**; 6A:14-1.2

Adopted: 14 June 2011

Revised: 19 July 2016

**Revised: 14 May 2024**



# POLICY GUIDE

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Secret Societies

## 5841 SECRET SOCIETIES

The Board of Education **prohibits certain** ~~affirms the legislative prohibition of~~ student organizations **declared harmful as defined in N.J.S.A. 18A:42-5 and 18A:42-6** ~~with closed membership practices as hostile to the democratic ideals of public education.~~

No **student** ~~social~~ organization ~~of students~~ will be granted the use of school facilities or permitted the use of the name of the school or this school district unless that organization has first been approved by the Principal **or designee**. The application for such approval will set forth the purposes, constitution, and bylaws of the organization; its membership qualifications; and the process by which a person becomes a member.

No **student** organization will be approved if its purposes conflict with the authority and goals of this Board or the best interests of the students of this district; if membership is drawn from outside the currently enrolled student body; if membership qualifications are based on considerations of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, disability or political beliefs,~~ or any other consideration not appropriate to the purpose of the organization; or if any qualifying student who applies may be denied membership.

Nothing in this **P**olicy shall prevent or otherwise deny participation in constitutionally protected prayer consistent with protections of the First Amendment of the United States Constitution.

A student who seeks to form or is a member of a fraternity, sorority, or other secret organization formed in whole or in part of students enrolled in this district may be disciplined by this Board. The Board reserves the right to require that any student attest as to **their** ~~his/her~~ membership in a secret organization.

N.J.S.A. 18A:42-5; 18A:42-6  
**N.J.A.C. 6A:7-1.1; 6A:7-1.3**

Adopted: 14 June 2011  
Revised: **14 May 2024**



# POLICY GUIDE

STUDENTS

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Equal Access of **Student Pupil** Organizations

## 5842 EQUAL ACCESS OF STUDENT PUPIL ORGANIZATIONS

The Board of Education will permit the use of school facilities by **studentpupil**-initiated organizations for non-curricular **studentpupil** activities. A **studentpupil**-initiated organization, regardless of the size of the group, will not be denied an opportunity to meet and use school facilities on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** or the ~~religious~~, political, philosophical, or other content of the speech at their meeting.

An application for permission to meet on school premises shall be made to the Principal **or designee**, who shall grant permission provided **it is that he/she** determined that:

1. The activity has been initiated by **students pupils**;
2. Attendance at the meeting is voluntary;
3. ~~No agent or employee of the district will promote, lead, or participate in the meeting;~~
34. The meeting is for a lawful purpose;
45. The meeting does not materially and substantially interfere with the orderly conduct of instructional activities in the school;
56. Nonschool persons do not direct, conduct, control, or regularly attend the activity; and
67. The activity is adequately supervised by appropriately certified school district staff.

A **studentpupil**-initiated group granted permission to meet on school premises shall be subject to the same rules and regulations that govern the meetings of **studentpupil** organizations sponsored by this Board, except as provided by this **Ppolicy**.



# POLICY GUIDE

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Equal Access of **Student Pupil** Organizations

Participation in a **studentpupil** -initiated meeting must be available to all **studentspupils** who wish to attend and cannot be denied on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~a pupil's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability.~~ The Board will not permit the organization of a fraternity, sorority, or secret society **in accordance with N.J.S.A. 18A:42-5 and 18A:42-6.** ~~A pupil initiated meeting may be attended by no more than one outside resource person(s).~~

Access to school facilities by **studentpupil** organizations will be provided within the governing principles of the First Amendment of the Constitution of the United States.

**School district staff involvement in student organizations shall be in accordance with the governing principles of the First Amendment of the Constitution of the United States.**

An appropriately certified staff member shall be assigned to attend a **studentpupil**-initiated meeting in a custodial capacity and shall not participate in the activity while serving in this custodial capacity. No teaching staff member shall be **required** ~~compelled~~ to attend a **studentpupil**-initiated meeting if the content of the speech at the meeting is contrary to **their** ~~his/her~~ beliefs.

The ~~Building~~ Principal **or designee** may take such actions as may be necessary to maintain order and discipline on school premises and to protect the safety and well-being of **studentspupils** and staff members.

20 U.S.C.A. 1701 et seq.

United State Department of Education – Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools

**N.J.A.C. 6A:7-1.1; 6A:7-1.3**

Adopted: 14 June 2011

**Revised: 14 May 2024**



# POLICY GUIDE

PROPERTY  
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Vandalism

## 7610 VANDALISM

The Board of Education believes ~~that~~ all school district property should be respected and all persons who use or have access to school district property should respect such property and take pride in the institutions of this community and the schools of this district.

Any person who purposely or knowingly damages school district property or damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2 or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property shall be reported to the appropriate law enforcement agency. **Pursuant to N.J.S.A. 18A:37-3, the parent(s) of any minor who shall injure any public or nonpublic school property shall be liable for damages for the amount of injury to be collected by the Board or the owner of the premises in any Court of competent jurisdiction, together with costs of suit** ~~Where the damage to district property is more than minimal or has been caused by a student or a minor not a student of this district, the Board will hold liable for the amount of the damage the parent(s) or legal guardian(s) having legal custody and control of the minor responsible for the damage.~~

A person convicted of an offense **of criminal mischief** that involves an act of graffiti **may, in addition to any other penalty imposed by the Court, will be required to pay reimburse the school district monetary restitution in the amount of the pecuniary damage caused by the act of graffiti the cost of damages and may be required to perform community service, which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. the law. If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property** ~~In addition, the courts may suspend or postpone driving privileges of any person, at least thirteen and under eighteen years of age, if convicted of an act of graffiti.~~



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A person who purposely defaces or damages district property with any symbol that exposes persons to violence, contempt, or hatred on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability~~ **is may have committed** guilty of a crime and shall be reported to the appropriate law enforcement agency **in accordance with Policy and Regulation 8465, N.J.A.C. 6A:16-6.3, and the Memorandum of Agreement with Local Law Enforcement.**

The Board may also report to the appropriate law enforcement agencies any person whose vandalism of school property is serious or chronic.

~~The Superintendent shall develop regulations to implement this policy and to protect textbooks, school equipment, and school facilities from undue wear, damage, or loss.~~

N.J.S.A. 2C:33-10 ~~et seq.~~

N.J.S.A. 18A:34-2; 18A:37-3

**N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:16-6.3**

Adopted: 14 June 2011

Revised: **14 May 2024**



# REGULATION GUIDE

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Vandalism

## R 7610 VANDALISM

### A. Definitions

1. “Vandalism” means the willful and malicious acts of any person that result in the destruction, defacement, or damage of any property, real or personal, belonging to or entrusted to the Board of **Education**. Vandalism includes arson and ~~acts an act~~ of graffiti.
2. “Arson” means the willful and malicious burning or setting on fire of any building or part of any building owned or operated by the Board, by any person.
3. “Act of graffiti” means the drawing, painting, or making of any mark or inscription on school district real or personal property without the permission of the school district.

### B. Reporting Vandalism

1. Any school employee who has reason to believe ~~that~~ an act of vandalism has occurred shall immediately report that belief or suspicion to the Principal of the affected building or, if the vandalism occurs at a facility other than a school, the supervisor in charge of the facility.
2. The Principal or supervisor shall promptly institute an investigation of the report by taking these steps as appropriate to the extent and seriousness of the vandalism:
  - a. Requesting the reporting employee to file a report of the evidence giving rise to **their** ~~his/her~~ belief or suspicion that vandalism has occurred;
  - b. Visiting the site of the vandalism and examining its extent, taking photographs as necessary;
  - c. Determining and recording the names of witnesses, if any;
  - d. Interviewing witnesses and requesting their written reports of events;



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- e. Assessing the costs of repair and replacement of any parts of the building, furnishings, and/or equipment; and
    - f. Questioning the ~~person or~~ person(s), if any, identified as having caused the vandalism.
  - 3. The Principal will complete and file with the Superintendent a detailed vandalism and property damage report.
  - 4. The Principal will notify **law enforcement** ~~the police when appropriate and in accordance with applicable laws. if the vandalism involves:~~
    - a. ~~Significant damage, or~~
    - b. ~~Arson, or~~
    - c. ~~Theft or burglary, or~~
    - d. ~~The use of any symbol that exposes persons to violence, contempt, or hatred on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability, or~~
    - e. ~~An act of graffiti.~~
- C. Penalties and Restitution
- 1. A **student** ~~pupil~~ who vandalizes school property is subject to discipline, which may include suspension or expulsion, in accordance with **Board Policy, Board Regulation, and law** ~~Policy Nos. 5600, 5610, and 5620.~~
  - 2. A **student** ~~pupil~~ who vandalizes school property will be held liable for any damages caused by the act of vandalism.



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3. The parent(s) ~~or legal guardian(s)~~ of any minor who **shall injure any injures/vandalizes public or nonpublic** school property, ~~whether or not the minor is enrolled in this district,~~ shall be liable for damages ~~for to~~ the amount of the injury **to be collected by the Board or the owner of the premises in any Court of competent jurisdiction,** together with costs of suit ~~in accordance with if the Board must resort to legal process to obtain payment of damages.~~ N.J.S.A. 18A:37-3.
  - a. The **Principal or designee** ~~School—Business Administrator/Board Secretary~~ shall obtain a professional estimate of the cost of repairs and/or replacements necessitated by the vandalism.
  - b. The **Principal or designee** ~~School—Business Administrator/Board Secretary~~ shall present the **student's** ~~pupil's~~ parent(s) ~~or legal guardian(s)~~ with an itemized bill based on the estimated costs.
  - c. If, within thirty calendar days, the **student's** ~~pupil's~~ parent(s) ~~or legal guardian(s)~~ has not paid the bill or made arrangements with the **Principal or designee** ~~School Business Administrator/Board Secretary~~ for the payment of the bill in periodic installments, the Superintendent shall inform the Board and **may** recommend ~~that~~ the Board Attorney commence civil action for the amount due together with costs.
  - d. No diploma, transcript, transfer card, or report card will be issued to the **student** ~~pupil~~ until all obligations to the Board have been met.
4. ~~The Principal will recommend to the Superintendent and the Superintendent will recommend to the Board, a pupil whose vandalism of school property is so serious or chronic as to warrant reporting the pupil to the police.~~



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45. Any person who purposely defaces or damages school property with any symbol that exposes persons to violence, contempt, or hatred on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability~~ **is may have committed guilty of a crime and shall be reported to the appropriate law enforcement agency in accordance with Policy and Regulation 8465; N.J.A.C. 6A:16-6.3; and the Memorandum of Agreement with Local Law Enforcement.**
56. Any person who purposely or knowingly damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2, or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property, will be reported to the appropriate law enforcement agency.
67. A person convicted of an offense **of criminal mischief** that involves an act of graffiti **may, in addition to any other penalty imposed by the Court,** ~~will be required to pay reimburse~~ the school district **monetary restitution in the amount of the pecuniary damage caused by the act of graffiti** ~~the cost of damages and may be required to perform community service,~~ which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. ~~the law.~~ **If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property. In addition, the courts may suspend or postpone driving privileges of any person, at least thirteen and under eighteen years of age, if convicted of an act of graffiti.**

Issued: 14 June 2011  
Revised: 14 May 2024



# POLICY GUIDE

COMMUNITY  
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## Notification of Juvenile Offender Case Disposition

### 9323 NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

~~School~~ Principals have a need to receive and have access to juvenile justice proceedings involving juveniles who are registered ~~students~~ ~~pupils~~ in the school building. The ~~school~~ Principal **or designee** shall have access to information relating to juvenile justice proceedings in accordance with N.J.S.A. 2A:4A-60.

The ~~school~~ Principal **or designee, on a confidential basis**, may request from law enforcement agencies at the time of charge, adjudication, or disposition, information as to the identity of a juvenile ~~student~~ ~~pupil~~ charged, **the offense charged**, the adjudication, and the disposition. The ~~school~~ Principal **or designee** may inform school staff members of this information if the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. This information will not become part of the juvenile ~~student's~~ ~~pupils~~ permanent school record and shall not be maintained except as authorized by regulation of the **New Jersey** Department of Education (**NJDOE**).

A law enforcement or prosecuting agency shall, at the time of **a** charge, adjudication, or disposition, **send written notice to advise** the ~~school~~ Principal **or designee** of the school where the juvenile is enrolled, of the identity of the juvenile charged, the offense charged, the adjudication, and the disposition if:

1. The offense occurred on school property or a school bus, occurred at a school-sponsored function, or was committed against an employee or official of the school; ~~or~~
2. The juvenile was taken into custody as a result of information or evidence provided by school officials; or
3. **The An** offense, if committed by an adult, would constitute a crime, and the offense:
  - ~~a-~~ Resulted in death or serious bodily injury or involved an attempt or conspiracy to cause death or serious bodily injury; ~~or~~



# POLICY GUIDE

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## Notification of Juvenile Offender Case Disposition

- b. Involved the unlawful use or possession of a firearm or other weapon; ~~or~~
- c. Involved the unlawful manufacture, distribution, or possession with intent to distribute a controlled dangerous substance or controlled substance analog; ~~or~~
- d. Was committed by a juvenile who acted with a purpose to intimidate an individual or group of individuals because of race, color, ~~creed~~, religion, ~~national origin, ancestry, age, marital status, affectational or~~ sexual orientation ~~or sex~~, or **ethnicity** ~~social or economic status, or disability~~; or
- e. Would be a crime of the first, ~~or~~ second, **or third** degree.

Information provided **to the Principal or designee pursuant to** ~~in accordance with N.J.S.A. 2A:4A-60.d. the section above~~ shall be treated as confidential **but may be made available to such members of the staff and faculty of the school as** ~~. The school Principal may inform school staff members of this information if the Principal or designee deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to a the juvenile's educational and social development. This information will not become part of the juvenile student's pupil's permanent school record and shall not be maintained except as authorized by regulation of the NJDOE Department of Education.~~

Law enforcement or the prosecuting agency may provide the ~~school~~ Principal **or designee** with information identifying one or more **juvenile students** ~~juveniles~~ who are under investigation or ~~who~~ have been taken into custody for the commission of any act that would constitute an offense if committed by an adult when the law enforcement or prosecuting agency determines that the information may be useful to the Principal **or designee** in maintaining order, safety, or discipline in the school or in planning programs relevant to the juvenile's educational and social development. Information provided in accordance with **N.J.S.A. 2A:4A-60.e.** ~~the section above~~ shall be treated as confidential, but the ~~school~~ Principal **or designee** may inform school staff members of this information if the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. No information provided **pursuant to N.J.S.A. 2A:4A-60** ~~in accordance with this paragraph~~ shall be maintained.



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COMMUNITY  
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## Notification of Juvenile Offender Case Disposition

The Principal **or designee** who requests and/or receives information as specified in this ~~P~~policy shall notify the Superintendent or designee within twenty-four hours **of the request being made. In accordance with N.J.S.A. 53:1-20.6, the Principal or designee shall notify the Superintendent or designee of any applicable fees associated with the request.**

The school district shall comply with the ~~NJDOE Department of Education~~ rules and regulations concerning the creation, maintenance, and disclosure of **student** ~~pupil~~ records regarding ~~school~~ Principal **or designee** notification of juvenile offender case disposition and this ~~P~~policy.

~~N.J.S.A. 2A:4A-60 P.L.1982, c.79~~

~~N.J.S.A.R.S. 53:1-15; 53:1-20.6~~

~~N.J.A.C. 6A:7-1.1; 6A:7-1.3~~

~~P.L.1985, c.69~~

Adopted: 14 June 2011

Revised: 14 May 2024



# REGULATION GUIDE

STUDENTS

R 5440/page 1 of 4

Honoring Student Achievement

## R 5440 HONORING STUDENT ACHIEVEMENT

### A. Honor Rolls

1. Students in grades 6–12 who distinguish themselves by high academic achievement will be listed on an honor roll at the end of each marking period. Two rolls will be published: honors and high honors.
  - a. The high honor roll will include all students who have achieved a grade of not less than 90 in all subjects in that marking period.
  - b. The honor roll will include all students who have a grade of 80 or better in all subjects, excluding those students named to the high honor roll in that marking period.
  - c. A student who has been given a grade of incomplete in any subject will be ineligible for an honor roll in that marking period.
  - d. A student who has dropped a course after the mid-point of the marking period will be ineligible for an honor roll in that marking period.
2. Students in grades 6–12 who have achieved academic distinction for the school year will be listed on an honor roll at the end of the school year. Two year-end rolls will be published: honors and high honors.
  - a. The high honor roll will include all students who have achieved a final grade of at least 90 in all subjects.
  - b. The honor roll will include all students who have a final grade of 80 or better in all subjects, excluding those students named to the high honor roll.



# REGULATION GUIDE

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Honoring Student Achievement

- c. A student who has been given a final grade of incomplete in any subject will be ineligible for a year-end honor roll.
- d. A student who has dropped a course after the mid-point of the last marking period will be ineligible for a year-end honor roll.
- 3. The honor rolls will be prepared by the Principal or designee, who will review all report cards to ensure that all eligible students are listed.
- 4. Each Principal will display in **their** school the honor rolls listing students enrolled in that school.

## B. Academic Awards

- 1. The student who has achieved the highest scholastic rank in the high school graduating class will be recognized as class valedictorian.
- 2. The student who has achieved the second highest scholastic rank in the high school graduating class will be recognized as class salutatorian.
- 3. The selection of students for academic recognition on a basis other than numerical ranking will be made by an awards committee established by the Principal.
  - a. The committee will annually review all academic awards for their continuing relevance to the educational goals and objectives established by the Board of Education and will recommend to the Principal the removal and/or addition of awards.
  - b. The committee will establish and publish specific criteria for each academic award.
  - c. The committee will rigorously ensure that no student is denied an award or the opportunity to compete for an award on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a) in accordance with law and Policy 5750.



# REGULATION GUIDE

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Honoring Student Achievement

6. Academic awards offered by individuals and special interest organizations will be permitted subject to Policy 9700.

C. National Honor Society

Students who meet the admission qualifications established by the National Honor Society will be elected to membership in the Society.

D. Co-curricular Awards

1. The selection of students for co-curricular recognition on a basis other than their membership in an organization will be made by an awards committee established by the Principal.
  - a. The committee will annually review all co-curricular awards for their continuing relevance to the educational goals and objectives established by the Board and will recommend to the Principal the removal and/or addition of awards.
  - b. The committee will establish and publish specific criteria for each co-curricular award.
  - c. The committee will rigorously ensure that no student is denied an award or the opportunity to compete for a co-curricular award on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a), in accordance with law and Policy No. 5750.
2. Co-curricular awards offered by individuals and special interest organizations will be permitted subject to Policy 9700.

E. Additional Recognitions

Because it is not possible to anticipate the achievements of students in all areas of school and community life, all teaching staff members are directed to be alert to the outstanding accomplishments of students other than those listed in this regulation. Any such accomplishment should be reported to the Principal with a recommendation that the Board consider appropriate recognition of the student.



# REGULATION GUIDE

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Honoring Student Achievement

F. Presentations

1. Honor rolls and awards, academic and co-curricular, will be released for publication in accordance with Policy 8330.

Issued: 14 May 2024



**MANASQUAN/SENDING DISTRICTS****Professional Days**

<b><u>Date</u></b>	<b><u>Name</u></b>	<b><u>Destination</u></b>	<b><u>Purpose</u></b>	<b><u>Sub</u></b>	<b><u>Cost</u></b>
May 8, 2024	Meredith Heeter	Wall Township	MEA Committee Re-Organization Meeting	Yes	Mileage - \$11.28
May 2, 2024	Andrew Bilodeau	Morris Knolls High School	NJSIAA/NJBCA Committee	Yes	None
May 20, 2024	Meredith Morris	Ewing	AI Educator Workshop	Yes	Mileage - \$22.56 Registration - \$195.00
June 4, 2024	Jennifer Makaro	Point Pleasant	ESL Articulation	Yes	None
May 23, 2024	Dr. Frank Kasyan or designee	Brookdale Community College	Educator of the Year Program	No	Mileage – \$18.05 Event Cost - \$30.00
May 23, 2024	Gina Martucci Erich Hoffman	Brookdale Community College	Educator of the Year Program	Yes - 1	Mileage – \$18.05 Event Cost - \$30.00
May 17, 2024	Dr. Fank Kasyan	Atlantic City	NJASA Conference	No	Mileage - \$67.21 Tolls - \$7.00 Parking - \$35.00

*Costs per traveler unless otherwise noted.*

**MANASQUAN/SENDING DISTRICTS**

**Student Action  
Field Trips**

<b><u>Date</u></b>	<b><u>Name</u></b>	<b><u>Subject</u></b>	<b><u>Destination</u></b>	<b><u>Purpose</u></b>	<b><u>Sub</u></b>	<b><u>Other Board Costs</u></b>	<b><u>Other Funds</u></b>
June 7, 2024	Jill Santucci Matthew Schaad	Grades 9-12	NJ Torch Run	Support Special Olympics	No	None	None
May or June 2024	Claire Kozic Jill Santucci	Academy of Health Careers	Atlantic Club	Participation in Health and Wellness Camp	Yes – 2	District Bus (\$55.00 per hour)	None