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Camden City Public Schools maintains that academic success and pupil achievement through rigorous teaching and learning, and a safe environment is the district’s primary focus. Aligning district curriculum with the New Jersey Core Curriculum Content Standards promotes accountability and high expectations of pupils and staff. Creating school communities which promote a sense of caring and respect for culture enables all pupils to achieve academic success. Engaging pupils, parent(s) or legal guardian(s), and the community as partners will further develop positive responsibilities and relationships that empower pupils to compete in a diverse and rapidly changing society. We will build on pupil’s natural curiosity to be part of the digital divide by exposing them to the ever changing technological universe.

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

Adopted: 30 March 2015
2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

A. Board of Education

The Board develops policies and authorizes procedures that give pupils substantial opportunity to participate in making decisions which affect them and that are calculated to develop motivation which will result in self-disciplined behavior. The Board encourages cooperation between home and school in furthering development of the individual child.

B. Superintendent of Schools

The Superintendent of Schools:

1. Directs the guidance and discipline of all pupils;
2. Provides leadership and guidance to establish the pattern of education to be offered to pupils;
3. Has general charge of the enforcement of the compulsory attendance law;
4. Has immediate authority in case of emergencies involving the health and safety of pupils; and
5. Shall provide instructional leadership for the entire district.

C. Working Relationship between Board and Superintendent

Pupil welfare and guidance is primarily the responsibility of the Superintendent with the exception of the expulsion of pupils, which the Board may not delegate. Note: The expulsion process begins with a recommendation from the Superintendent.

Personal Goals and Objectives for Pupils

The Camden City Public Schools shall assist its pupils to:

A. Develop a desire for learning now and in the future;
B. Develop positive attitudes toward the need for discipline, responsible behavior and respect for legitimate authority;
C. Practice and understand the principles of good mental, physical, emotional health and safety;

D. Develop good character and self-respect;

E. Develop pride in work and a feeling of self-worth;

F. Learn how to respect and get along with people of different sex, origins and cultures with whom they live and work;

G. Learn how to be a good citizen and to practice democratic ideas and ideals;

H. Develop a process of thinking because thinking is a requisite for beneficial social and political behavior; and

I. Develop their full potential to become citizens capable of participating wisely and justly within the framework of a democratic culture.

N.J.A.C. 6A:32-12.2

Adopted: 30 March 2015
The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

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

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators and the courses required by Policy No. 5460 and N.J.A.C. 6A:8-5 for high school graduation.

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

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

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

1. Preparation of all pupils for employment or post secondary study upon graduation from high school;

2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;

3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;

5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;

6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;

7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;

8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;

9. Career awareness and exploration as required, and vocational education as appropriate;

10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;

11. Instruction in accident and fire prevention;

12. A substance abuse prevention program;

13. A program for family life education; and

14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.
New Jersey Core Curriculum Content Standards

Adopted: 30 March 2015
2210 CURRICULUM DEVELOPMENT

The Superintendent shall be responsible to the Board for the development of curriculum to meet identified pupil needs. The Board shall ensure that curriculum and instruction are designed and delivered in a way that all pupils are able to demonstrate the knowledge and skills set out in the Core Curriculum Content Standards. In addition, the Board shall ensure that appropriate instructional adaptations are designed and delivered for pupils with disabilities, for pupils with limited English proficiency, and for pupils who are gifted and talented.

The Superintendent shall establish procedures for curriculum development that ensure the effective participation of teaching staff members; pupils, as appropriate to their age and grade; parent(s) or legal guardian(s); the community; members of the Board; and the use of all available resources. Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

A. Does it address an identified pupil need?

B. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?

C. Does it satisfy the requirements of the Board's school and classroom practices regarding bias and stereotyping?

D. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?

E. Does it include measures for determining progress?

F. Does it address the necessary study skills?

G. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
H. Has a curriculum guide been completed? If not, when can it be expected?

I. Have the accompanying textbooks been recommended to the Board?

J. Have the costs and time of implementation been reviewed, including inservice training?

Adopted: 30 March 2015
2220  ADOPTION OF COURSES

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

A. Adopt those courses of study mandated by the State in a form acceptable to the State Department of Education. Such courses must include the Core Curriculum Content Standards adopted by the State Board of Education;

B. Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the State Department of Education and within the financial means of the district;

C. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

A. Be consistent with written goals, objectives and identified pupil needs;

B. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;

C. Provide for continuous learning through effective articulation;

D. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;

E. Provide all pupils guidance and counseling to assist in career, academic, and postsecondary planning;

F. Provide a continuum of educational programs and services for pupils with disabilities, pursuant to law and regulation;

G. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
H. Provide all pupils equal educational opportunity, pursuant to law and regulation;

I. Provide career awareness and vocational education, pursuant to law and regulation;

J. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public perusal.

N.J.A.C. 6A:7-1.1 et seq.; 6A:8-4.1; 6A:8-4.4

Adopted: 30 March 2015
2230 CURRICULUM GUIDES

The Superintendent or designee shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met. Curriculum guides shall include all requirements of the Core Curriculum Content Standards.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the Principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for public inspection.

Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.


Adopted: 30 March 2015
2240 CONTROVERSIAL ISSUES

The school provides opportunities for the study of controversial issues.

The presentation and discussion of controversial issues in the classroom must be on an informative basis. Teachers must guard against giving their personal opinions on sectarian or political questions or any other controversial issues until the pupils have had the opportunity to:

A. Find, collect, and assemble factual materials on the subject;
B. Interpret the data without prejudice;
C. Reconsider assumptions and claims; and
D. Reach their own conclusions.

By refraining from expressing personal views before and during the period of research and study, the teacher encourages the pupils to search after truth and to think for themselves. The development of an ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled, and weighed and relationships seen before drawing inferences or conclusions is among the most valuable outcomes of a free educational system. Classroom discussions on controversial questions, which arise unexpectedly, shall be the responsibility of the teacher, who shall provide relevant information on both sides of the question. Such discussions shall be kept free from the assumption that there is one correct answer that should emerge from a discussion and be taught authoritatively to the pupils.

Pupils shall be taught to recognize each other's right to form an opinion on controversial issues, and shall be assured of their own right to do so without jeopardizing their relationship with the teacher or the school. Any discussion of controversial issues in the classroom shall be conducted in an unprejudiced and dispassionate manner designed to foster a spirit of inquiry. Such discussion shall not:

A. Disrupt the educational process;
B. Fail to match the maturity level of the pupils;
C. Be unrelated to the goals of the Board and the appropriate curriculum guide; and
D. Present any one opinion as definitive.
If teachers wish to supplement the curriculum guide with material that may be of a controversial nature, i.e., subject to interpretation as obscene, profane, doctrinaire or inappropriate, each in relation to the maturity level of the class, they should review the material with the school Principal first. In doubtful cases, the Superintendent may present the matter for Board consideration. The Principal shall have the authority to limit or suspend discussion of controversial issues pending a review of the issue/materials. Instructional materials not previously approved must be reviewed by the Principal before being introduced into the classroom.

In determining speakers to be invited for a class or school wide program, the teacher must consider whether:

A. The speaker is controversial for any reason;

B. The topic is controversial, or sensitive, or known to arouse strong community feelings; and

C. The proposed speaker would gain an advantage by having a "captive" audience.

When public employees make statements pursuant to their official duties in the classroom, at Board meetings, and at other meetings related to educational issues affecting the district, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline (Garcetti v. Ceballos).

Adopted: 30 March 2015
The Board of Education shall provide equal and bias-free access for all pupils to all school
facilities, courses, programs, activities, and services, regardless of race, creed, color, national
origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability,
or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Attaining minority representation within each school, which approximates the
district's overall minority representation. Exact apportionment is not required,
however, the ultimate goal is a reasonable plan achieving the greatest degree of
racial balance, which is feasible and consistent with sound educational values and
procedures;
3. Utilizing a State approved English language proficiency measure on an annual
basis as one factor in determining the special needs and progress in learning
English of language-minority pupils pursuant to N.J.A.C. 6A:15-1.3(c); 
4. Utilizing bias-free multiple measures for determining the special needs of pupils
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 pupils; and
6. Ensuring that a pupil is not discriminated against because of a medical condition.
A pupil 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 pupil shall be provided with equivalent and timely
instruction that may include home instruction, without prejudice or penalty.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to
the State's Core Curriculum Content Standards and address the elimination of discrimination by
narrowing the achievement gap, by providing equity in educational programs and by providing
opportunities for pupils to interact positively with others regardless of race, creed, color, national
origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability,
or socioeconomic status, by:
1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;

2. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;

   a. Portions of classes which deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female pupils, provided that the course content for such separately conducted sessions is the same.

3. Reducing or preventing the underrepresentation of minority, female, and male pupils in all classes and programs including gifted and talented, accelerated, and advanced classes;

4. Ensuring that schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and that pupils understand the basic tenet of multiculturalism;

5. Ensuring that African American history, as well as the history of other cultures, is infused into the curriculum and taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and

6. Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.

The Board of Education shall ensure all pupils have access to adequate and appropriate counseling services. When informing pupils about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to pupils on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, 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, religion, disability, or socioeconomic status.
The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affecational or sexual orientation, gender, 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 pupils of each gender shall be comparable;

2. A school within the school district may choose to operate separate teams for both genders in one or more sports or single teams open competitively to members of both genders, so long as the athletic program as a whole provides equal opportunities for pupils of both genders to participate in sports at comparable levels of difficulty and competency; and

3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20
N.J.A.C. 6A:7-1.7

Adopted: 30 March 2015
2270 RELIGION IN THE SCHOOLS

The Board of Education recognizes that religious belief and disbelief are matters of personal conviction rather than governmental authority and the pupils of this district are protected by the First Amendment of the United States Constitution and by Article I, Paragraph 4 of the New Jersey State Constitution from the establishment of religion in the schools. School officials will be neutral in their treatment of religion in the school district, showing neither favoritism toward nor hostility against religious expression. Accordingly, devotional exercises will be permitted in this district. The following activities will be permitted in the school district provided the activity is consistent with current United States Supreme Court decisions regarding the relationship between government and religion: prayer during instructional time; organized prayer groups and activities; religious expression and prayer in classroom assignments; pupil assemblies and extracurricular events; prayer at graduation; baccalaureate ceremonies; devotional exercises; and other prayer and/or religion related activities. The school district will not permit an activity if the activity advances or inhibits any particular religious expression that is protected by the First Amendment of the United States Constitution.

The Board believes that an understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum may be developed to include, as appropriate to the various ages and attainments of the pupils, instruction about the religions of the world.

The Board also acknowledges the degree to which a religious consciousness has enriched the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the schools of this district frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may, therefore, be religious in nature shall not, by itself, bar their use by the district. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the thorough and efficient education of the children of this district, not for its conformity to religious principles. Pupils should receive unbiased instruction in the schools so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.

U.S. Const. Amend. 1
N.J. Const. (1947) Art. 1, para. 4
Adopted: 30 March 2015
2310 PUPIL GROUPING

The Camden City Public Schools shall be organized into whatever groupings of grades that best meet the needs of the pupils. The Superintendent shall direct continuous study of the makeup of the school population and present to the Board for approval such organizational changes as from time to time appear necessary.

Adopted: 30 March 2015
2312 CLASS SIZE

The Superintendent shall recommend for Board approval the number of class sections for each course or grade level. He/she shall take into consideration such factors as pupil needs, curriculum requirements, types of instructional setting, district finances and space or equipment limitations.

Particular attention shall be paid to the Abbott class size requirements and to the space-per-pupil requirements of the State Department of Education.

Adopted: 30 March 2015
The Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen or reinforce the pupil's knowledge. Teachers must use discretion in deciding the number and length of assignments. The Board encourages the use of interrelated major homework assignments such as term papers, themes and creative art projects. Homework shall not be used for punitive reasons.

Pupils absent for any reason must make up assignments, classwork and tests within a reasonable length of time. In most cases, a reasonable length of time shall be the same number of school days as the days missed.

Pupils being excused for any reason must make arrangements with the teacher of the missed classes in order to make up the work missed. This must be done before the absence from class.

Adopted: 30 March 2015
2340 FIELD TRIPS

The Board of Education recognizes that field trips, used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the school.

For purposes of this policy, a field trip shall be defined as any journey by a group of pupils away from the school premises, under the supervision of a teacher, which is an integral part of an approved course of study and conducted for the purpose of affording a first-hand educational experience not available in the classroom.

The Board of Education shall approve all field trips in advance of the field trip. All trips not listed in the curriculum guide must be individually approved by the Board. Times and locations of field trips shall not be posted on any district web sites.

When field trips and excursions are to be arranged, the following guidelines apply:

A. All trips, and the arrangements for them, must have advance approval. This includes whether district buses will be used; whether these may be supplemented by private vehicles; the route to be followed; and parking arrangements if necessary.

B. Costs must be ascertained.

C. Each child who goes on a field trip or excursion must have written parental permission.

D. Pupil safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary.

E. All trips must be well planned, properly timed, and related to regular learning activities, or to district goals and objectives.

F. Each field trip should be evaluated by pupils, teachers, and the administration.

The Board shall bear all expenses of field trips included in the curriculum guides. Parent(s) or legal guardian(s) shall be asked to bear the expense of all other excursions. No pupil is to be denied the right to participate because of inability to pay.

The Superintendent shall develop guidelines for planning trips suitable to the various grade levels, and regulations governing frequency, distance and expense.
Field Trips

The Board does not endorse, support or assume liability in any way for any staff member of this district who takes pupils on trips not approved by the Board. No staff member may solicit pupils of this district for such trips within the facilities or on the school grounds of this district without Board permission.

Pupil Self-Administration of Medication

The Board shall permit self-administration of medication on field trips for asthma or other potentially life-threatening illness by pupils in grades seven through twelve. All conditions established by law and Board policy shall be met.


Adopted: 30 March 2015
2360 USE OF TECHNOLOGY

The Board of Education recognizes the use of technology in the educational process is an essential part of the schooling experience. Technology is to be viewed as a resource to enhance the learning process among other resources available to teachers and pupils. In addition, technology can be used to enhance the administration of the schools and the district. In order to provide direction and meaning to the use of technology as an instructional resource, the Board encourages and supports staff use of technology as a component of the learning process.

For purposes of this policy “technology” includes, but is not limited to, the use of computers and computer peripherals, communications networks, access to databases and libraries of information and the integration of audio, video, multimedia devices and media for purposes of teaching and learning.

The Superintendent, in consultation with teaching and support staff, shall recommend to the Board the acquisition of appropriate technology to best implement the curricular, instructional, and administrative program of the school district. The Superintendent shall prepare a technology plan for the school district to encompass the following:

Curricular, Instructional and Administrative Need

The technology plan shall define the curricular, instructional and administrative need for technological equipment and media for the district.

In-service Education

The Board shall provide opportunities for school staff to participate in in-service programs on hardware or software programs to be used in the execution of educational and administrative tasks. In-service programs may be provided in or out of the district.

Standards, Codes and References

All technology installations shall conform to the industry standards and applicable Federal, State and local statutes and codes.
Facilities Planning

In all facilities projects involving new constructions, additions, and renovations the Superintendent or designee shall ensure the plans include provisions for current and future technology needs in terms of the structural, electric/electronic, mechanical, acoustical and visual systems of the building(s). All educational specifications shall include features required for the use of instructional technology.

Computers

The school district will provide support or maintenance agreements for specified brands of computers. All other computers purchased or donated will be subject to repair only when non-allocated funding is available and therefore may remain unrepaired until funding is available.

Computer Software Acquisition and Upgrading

The school district will only support the specified upgrades and training. Staff members shall not purchase software that has not been included on a list of specified software or has been approved by the Director of Technology.

The Superintendent will recommend the purchase of upgrades to software as needed. An evaluation of upgrades shall be made by appropriate personnel and no upgrade shall be purchased without the express approval of the Director of Technology.

Site Licenses

In the case where more than one copy of a software program is required, the Director of Technology shall attempt to acquire or negotiate a site license with the software developers. In the event a site license is not possible, vendors shall be sought who will provide multiple copies at a discounted cost.

Software Copyright

All employees shall strictly adhere to the copyright laws of the United States. No software shall be copied and/or distributed except in accordance with these laws. All software placed on media workstations or any network with public access shall be copy protected by the Director of Technology, who shall assure that individuals who have access to such programs shall not copy them without authorization.
Internal Communication (District)

The school district shall provide communication between schools by a variety of means.

External Communications

The Board encourages the use of external communications so schools may utilize the vast resources of external databases and communicate with other schools, external agencies, and businesses throughout the world. Gateways to such communications will be supported by the school district. The use of particular gateways shall be approved by the Director of Technology. The Director of Technology shall be responsible for the installation of software in district owned computers and/or computer systems that prevents access to gateways and Internet sites that have material considered by the Director of Technology to be inappropriate for use by pupils.

Computer Laboratories and Distributed Computing

In order to provide teacher, staff, and pupil access to computers, the Board directs that provisions be made to provide computer access in computer laboratories, classrooms, and school libraries/media centers.

Audio/Video

All audio and/or video materials shall be used in accordance with the copyright laws of the United States. Teachers, pupils, or staff who create audio or video materials containing the voices or images of the individuals involved shall obtain proper releases from those individuals, their parent(s) or legal guardian(s) for instructional use within the school.

Informing Parents, Legal Guardians and Interested Parties

Upon request, the Principal shall make available to parent/legal guardians the computer hardware and software used in the district in order that a computer purchased privately for home use may be compatible with the computer and software the pupil uses in the school setting.

Technology Coordination

The Board shall appoint a Director of Technology to assure the technology needs of the district are met in the most efficient manner possible at the lowest costs available to meet specified needs.
Broadcast Rights and Copyrights

The Board specifically retains the Broadcast rights and copyrights to all materials created by employees of the Board as part of their responsibilities to the Board. Any financial remuneration for the use of such materials shall be retained by the Board.

Computer Security

The Director of Technology shall develop security procedures to include, but not be limited to, the following areas:

1. Physical Security of Equipment

   All computer equipment shall be maintained in a secure manner appropriate to its location.

2. Data Security
   a. Back-up procedures for system files, libraries, and data shall be practiced in a timely fashion.
   b. Disaster recovery plans shall be kept up-to-date at all times.
   c. Password protection shall be in place and updated periodically.
   d. Resource security shall be in place to prevent unauthorized access to system files, libraries, and data.

3. Employee Training

   All new employees having, as part of their job responsibilities, access to computers and information systems will be trained in the proper security procedures outlined above.

   All employees having, as part of their job responsibilities, access to computers and information systems will be kept up-to-date on current security procedures for equipment and data.
4. **Transaction Audit Trail**

   Appropriate procedures will be maintained in order to monitor system activity and users, as necessary.

5. **Security Officer**

   The Superintendent shall designate the Director of Technology as the district’s Computer Security Officer to monitor system security procedures.

### Computers for Board Members

Board members wishing to obtain a computer shall obtain a Computer Order Form from the School Business Administrator/Board Secretary, or designee. The form shall be completed in full by the Board member and returned to the office from which it was obtained. The form shall be used to generate a supplemental requisition to order the computer system. The computer system shall be delivered to the Board's warehouse, recorded as property of the Board of Education, and delivered to the home of the Board member requesting the system. The Board member/former Board member shall sign for the delivery and return of each loaned item. The Board employee delivering the system shall record the date and time he/she left the warehouse to deliver the computer and the time he/she left the Board member's home to return to the school district. Upon receipt of the computer system, the Board member shall contact the Office of Research, Planning, and Technology to have the computer set up. The Board employee setting up the system shall record the date and time he/she left the district to set up the computer and the time he/she left the Board member's home to return to the school district. Any training needed by the Board member shall occur on Board property. Arrangements for training, repairs, and supplies, shall take place through the Office of Research, Planning, and Technology.

The School Business Administrator/Board Secretary shall make arrangement for the pickup of all loaned Board computer systems, supplies, and equipment within fourteen days of the date that a Board member no longer holds the office. The Board employee picking up the supplies and equipment shall record the date and time he/she left the district to pick up the system and the time he/she left the former Board member’s home to return the material to the district.

Former Board members shall be permitted to purchase the system at fair market value upon written notification to the School Business Administrator/Board Secretary, prior to pick up.
Use of Facsimile (FAX) Machines

Fax machines provide a useful means of communicating and shall be subject to the same rules that apply to the use of telephones. All incoming faxes shall be considered confidential mail. No disclosure of the contents of any fax shall be made except to the individual for whom the fax is intended. Any individual violating this confidentiality shall be subject to discipline as provided by the policies and regulations of the Board.

N.J.A.C. 6A:26-6.1 et seq.
17 U.S.C. 101 et seq.

Adopted: 30 March 2015
The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow pupils to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by pupils to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows pupils access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate pupil access to computer networks/computers at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

A. Using the computer networks/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.

B. Using the computer networks/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.
C. Using the computer networks in a manner that:

1. Intentionally disrupts network traffic or crashes the network;
2. Degrades or disrupts equipment or system performance;
3. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
4. Steals data or other intellectual property;
5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
6. Gains or seeks unauthorized access to resources or entities;
7. Forges electronic mail messages or uses an account owned by others;
8. Invades privacy of others;
9. Posts anonymous messages;
10. Possesses any data which is a violation of this Policy; and/or
11. Engages in other activities that do not advance the educational purpose for which computer networks/computers are provided.

Internet Safety Protection

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children’s Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including “hacking” and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors’ access to materials harmful to minors.

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

In accordance with the provisions of the Children’s Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every pupil regarding appropriate online behavior, including pupils interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year’s annual public hearing will also be discussed at a meeting following the annual public hearing.

The school district will certify on an annual basis, that the schools, including media centers/libraries in the district, are in compliance with the Children’s Internet Protection Act and the Neighborhood Children’s Internet Protection Act and the school district enforces the requirements of these Acts and this Policy.

Consent Requirement

No pupil shall be allowed to use the school districts’ computer networks/computers and the Internet unless they have filed a consent form signed by the pupil and his/her parent(s) or legal guardian(s).

Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but are not limited to:
Acceptable Use of Computer Networks

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3
Federal Communications Commission: Children’s Internet Protection Act
Federal Communications Commission: Neighborhood Children’s Internet Protection Act

Adopted: 30 March 2015
The Board of Education recognizes technology is always changing and as a result of increased accessibility to technology many pupils possess technology devices for their use during non-school hours. These privately-owned devices may be beneficial to pupils during school hours for approved educational purposes. Therefore, the Board of Education will allow pupils to use their privately-owned technology devices under conditions outlined in this Policy.

For the purpose of this Policy, “technology” means hardware or software.

For the purpose of this Policy, “privately-owned” means technology hardware and software that is purchased, owned, and maintained by the pupil at no expense to the school or school district.

For the purpose of this Policy, “hardware” means any device that can store, access, retrieve, and/or communicate data or information. “Hardware” may include, but is not limited to, any type of computer device; wireless telephone; electronic reader; personal digital assistant (PDAs); video broadcasting and/or recording device; or camera.

For the purpose of this Policy, “software” means any computer program(s) or related data that provide instruction for telling a computer or other hardware device what to do and how to do it.

The use of privately-owned technology by a pupil in the educational program during the school day must be approved by the pupil’s parent or legal guardian and the school teaching staff member responsible for supervising and/or providing the pupil’s instructional program. A teaching staff member may approve a pupil’s use of privately-owned technology based on the assignment(s) to the pupil. The teaching staff member may also prohibit the use of privately-owned technology for an assignment(s).

Teaching staff members shall notify their immediate supervisor or Principal that pupils will be using privately-owned technology during instructional time.

In the event the teaching staff member approves the use of privately-owned technology to access the Internet, the Director of Technology will create guidelines for giving network access to privately-owned technology.

A pupil granted such permission must comply with school district policies and regulations regarding acceptable use of computers and technology. Any use of privately-owned technology by a pupil shall be in strict accordance with the teaching staff member’s specific approval(s) and Board policies and regulations. Any violation will subject the pupil to appropriate discipline and/or grading consequences.
The teaching staff member, in considering the use of privately-owned technology, will ensure such approval does not provide any advantage or benefit to the pupil who owns such technology over the pupil who does not own such technology. The teaching staff member will not approve the use of privately-owned technology if the teaching staff member determines the use would be advantageous or beneficial to the pupil who owns such technology over the pupil who does not own such technology.

The school district assumes no responsibility for any privately-owned technology brought to school by a pupil. The pupil shall be responsible for the proper operation and use of any privately-owned technology brought to school. School staff members shall not be responsible for the effective use and/or technical support for any privately-owned technology.

The school district shall assume no responsibility for the security of or damage to any privately-owned technology brought to school by a pupil. Pupils are encouraged to purchase private insurance for loss, damage, or theft of any privately-owned technology the pupil brings to school.

Adopted: 30 March 2015
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 pupils 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 pupils in this school district.

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 pupil;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parent(s) or legal guardian(s) and shares parents' or legal guardians' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the pupil's interest;
7. Is available equitably to all pupils and prohibits biased counseling and the use of materials that discriminate among pupils on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability; and
8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the pupil, and monitors the efficacy of such referrals.

N.J.A.C. 6A:19-1.2; 6A:8-2.2
N.J.A.C. 6A:7-1.7; 6A:8-3.2

Adopted: 30 March 2015
2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

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

A parent’s request for home instruction shall include a written determination from the student’s physician documenting the projected need for confinement at the student’s residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year. The written determination from the student’s physician shall be forwarded to the school physician, who shall either verify the need for home instruction or provide reasons for denial. The parent shall be notified concerning the school physician’s verification or reasons for denial within five school days after receipt of the written determination by the student’s physician.

The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The school district shall provide instructional services within five school days after receipt of the school physician’s verification or, if verification is made prior to the student’s confinement, during the first week of the student’s confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school district shall establish a written plan for delivery of instruction and maintain a record of delivery of instructional services and student progress. The teacher providing instruction shall be a certified teacher. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student’s academic progress and dependent upon the student’s ability to participate.

For a student with disabilities, the home instruction shall be consistent with the student’s Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student’s IEP.
For a student without disability, the home instruction shall meet the Core Curriculum Content Standards, and the requirements of the Board for promotion to the next grade level. When the provision for home instruction for a student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant to N.J.A.C. 6A:14.

The Board reserves the right to withhold home instruction when the reason for the student’s confinement is such as to expose a teacher to a health hazard or dangerous home situation; when a parent or other adult twenty-one years of age or older, who has been designated by the parent, is not present during the hours of instruction; or when the condition of the student is such as to preclude benefit from such instruction.

Students on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a student on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 30 March 2015
High poverty school districts are required to provide programs and services that address class size and Kindergarten programs. High need school districts are required to provide programs and services that focus on improving instruction in literacy and mathematics.

A high poverty school district for the purposes of this policy means a school district in which forty percent or more of the pupils are “at risk” as defined in N.J.S.A. 18A:7F-45. Class size in high poverty school districts shall not exceed twenty-one pupils in grades Kindergarten through three, twenty-three pupils in grades four and five, and twenty-four pupils in grades six through twelve. However, if the district chooses to maintain lower class sizes in grades Kindergarten through three, class sizes in grades four and five may be equal but not exceed twenty-five pupils. Exceptions to these class size requirements are permitted for some physical education and performing arts classes, where appropriate. High poverty school districts shall maintain all existing full-day Kindergarten programs with a teacher's aide for each classroom. Class size for these Kindergarten classrooms shall not exceed twenty-one pupils.

High need school districts for the purpose of this policy are high poverty school districts that are below proficiency levels on State assessments as outlined in N.J.A.C. 6A:13-3.3(a). The New Jersey Department of Education shall identify the list of high need school districts based on State assessment results and shall promptly notify the districts that are classified as high need. In the first school year immediately following such identification as a high need school district, the district shall begin planning for implementation of, and shall implement where possible, the designated program(s). In the subsequent year following identification as a high need school district, the district shall fully implement the designated program(s). High need school districts, once identified, shall remain in that status and shall continue to implement the designated program(s) for a minimum of three years.

High need school districts where less than eighty-five percent of total pupils have achieved proficiency in language arts literacy on the New Jersey Assessment of Skills and Knowledge (NJ ASK) 3 shall provide an intensive early literacy program for preschool to grade three to ensure that all pupils achieve proficiency on State standards in accordance with the requirements of N.J.A.C. 6A:13-3.4(a).
High need school districts where less than eighty percent of total pupils have achieved proficiency in language arts literacy on the NJ ASK 8 shall implement an intensive literacy program for grades four through eight in accordance with the requirements of N.J.A.C. 6A:13-3.4(b).

High need school districts where less than eighty percent of total pupils have achieved proficiency in language arts literacy on the high school State assessment shall implement a language arts literacy program aligned with college preparatory English I, II, III, and IV for grades nine through twelve that incorporates the elements in N.J.A.C. 6A:13-3.4(b) with the exception of providing a double period of language arts literacy.

High need school districts in which less than eighty-five percent of total pupils have achieved proficiency in mathematics on the NJ ASK 4 shall implement a comprehensive program for mathematics education that prepares pupils in grades three through four for success in higher order mathematics including the components as outlined in N.J.A.C. 6A:13-3.5(b).

High need school districts where less than eighty percent of total pupils have not achieved proficiency in mathematics on the NJ ASK 8 shall implement a comprehensive program for mathematics education that prepares all pupils in grades five through eight for success in Algebra at the high school level and that incorporates the elements in N.J.A.C. 6A:13-3.5(b).

High need school districts where eighty percent or more of total pupils have not achieved proficiency in mathematics on the high school State assessment shall implement a comprehensive program for mathematics education for grades nine through twelve which incorporates the elements in N.J.A.C. 6A:13-3.5(b) and that is aligned to course expectations as required to meet graduation requirements.


Adopted: 30 March 2015
2415  NO CHILD LEFT BEHIND PROGRAMS

The No Child Left Behind Act (NCLB) of 2001 is a reauthorization of the Elementary and Secondary Education Act (ESEA)/Improving America’s Schools Act (IASA) 1994, providing funds to help all New Jersey’s school children achieve, at a minimum, proficiency in the State standards. NCLB embodies four key principles or pillars of education reform: accountability, flexibility, choice, and methodology. The Board of Education elects to augment the instructional program of pupils by projects supported by Federal funds allocated under NCLB and the district will comply with the requirements of all the programs authorized by NCLB.

The district may be eligible for several grant programs funded through NCLB, including, but not limited to, Title I through Title VI. Many of the Titles of NCLB have several parts and subparts that provide a funding source for specific purposes.

Application Procedure

The district will submit an annual No Child Left Behind Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district’s application shall include all information required by the NJDOE and NCLB for the district to be considered for funding under NCLB.

Covered Programs

The intent of NCLB is that all children will meet State academic achievement standards to reach their potential through improved programs. The NCLB Consolidated Formula Subgrant includes the following programs:

1. Title I, Part A provides the programs and resources for disadvantaged pupils to meet this intent. It requires the State and the district to close the achievement gap by placing a highly qualified teacher in every classroom, improving the qualifications of paraprofessionals who work with disadvantaged pupils, and using instructional practices that have proven to be effective.

2. Title I, Part D serves neglected and delinquent youth in institutions, community day programs, and correctional facilities to assure they also attain high academic levels of performance.
3. Title II, Part A provides the resources for improving teacher and Principal quality and increasing the number of highly qualified teachers and Principals in classrooms and schools, thereby raising pupil achievement in the academic subjects. It focuses on preparing, training, and recruiting high-quality teachers and Principals and requires the State to develop plans with annual measurable objectives that will ensure all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.

4. Title II, Part D facilitates comprehensive and integrated educational technology strategies that target the specific needs of individual schools. It improves pupil academic achievement through the use of technology in elementary and secondary schools, while addressing the digital divide such that every pupil is technologically literate by the end of eighth grade. Effective integration of technology resources and systems with teacher training and curriculum development are encouraged in order to identify and showcase best practices in educational technology.

5. Title III, Part A focuses on the teaching of English to limited English proficient (LEP) children, including immigrant children and youth.

6. Title IV, Part A provides resources for fostering a safe and drug-free learning environment that supports academic achievement.

7. Title V, Part A provides a flexible source of funding to help districts in the development and implementation of various innovative reform initiatives.

8. Title VI, Part B addresses the unique needs of rural school districts.

9. Title IX covers the general provisions applicable to some/all of the programs.

Throughout NCLB, the use of solid research to improve teaching and learning as well as pupil behavior is required and promoted, and parent(s)/legal guardian(s) are provided with information and options to improve the educational opportunities provided for their children. The emphasis on scientifically based methodology encourages the use of teaching techniques and practices that are founded on research and proven to produce positive results.
Title I

The largest Federal program supporting elementary and secondary education is Title I. NCLB strengthens Title I requirements for the State’s assessments, accountability system, and support for school improvement. The law also establishes minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must use the best available measure for identifying children from low-income families to identify eligible school attendance areas, determine the ranking of each area and to determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English proficient (LEP) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

Type of Title I Program

The school district will offer a School-wide Title I program.

School-wide Program

High-poverty schools (those with 40% or more pupils from low-income families) are eligible to adopt school-wide programs to raise the achievement of low-achieving pupils by improving instruction throughout the entire school, thus using Title I funds to serve all children. A school-wide program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

Academic Standards, Academic Assessments and Accountability

The district will comply with the requirements as outlined in Policy 2415.01 - Academic Standards, Academic Assessments and Accountability in accordance with the NJDOE and NCLB.
Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and NCLB.

Staff

The district will comply with the requirements as outlined in Policy 2415.03 – Highly Qualified Teachers in accordance with the NJDOE and NCLB. In addition, the district will ensure all paraprofessionals meet the requirements as required by NCLB and as outlined in Policy 4125 – Employment of Support Staff Members.

Parental Involvement

The district will comply with the requirements as outlined in Policy 2415.04 – Parental Involvement in accordance with the NJDOE and NCLB.

Pupil Surveys, Analysis and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Pupil Surveys, Analysis and/or Evaluations in accordance PPRA.

Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous or in accordance with the Victims of Violent Criminal Offenses as outlined in NCLB, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and NCLB.

Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and Federal guidelines.
Capital Expenses

The Superintendent will assure the district abides by New Jersey’s Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school pupils; ensure accounts for any capital funding is separately maintained; assure lease purchase agreements are consistent with applicable statute and administrative code.

Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

Supplement, Not Supplant

Grant funds provide under Federal programs, including No Child Left Behind funding, shall supplement, not supplant other non-Federal funds that are available to provide programs and services to eligible pupils, unless otherwise provided in the grant program.

State Waiver from Certain Provisions of No Child Left Behind (NCLB)

The State of New Jersey may receive a waiver(s) from certain provisions of NCLB from the United States Department of Education. A waiver(s) may affect the applicability of the school district’s NCLB policies and/or regulations. In the event a waiver(s) affects the applicability of Board of Education NCLB policies and/or regulations, the waiver provisions shall supersede current Board policies and/or regulations and the school district shall comply with the requirements as outlined by the New Jersey Department of Education in accordance with the waiver(s) application and approval(s) from the United States Department of Education.

Evaluation

The Superintendent will evaluate the NCLB programs as required by the United States and the New Jersey Departments of Education.

No Child Left Behind Act of 2001

Adopted: 30 March 2015
2415.01 ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY

The No Child Left Behind Act of 2001 (NCLB), a reauthorization of the Elementary and Secondary Education Act (ESEA), requires New Jersey to implement a single accountability system to include challenging academic content and academic achievement standards. The accountability requirements under NCLB were built on the foundation of the former Improving America’s Schools Act (IASA).

To meet the Federal requirements, New Jersey has adopted the New Jersey Single Accountability System. State assessments in language arts literacy and mathematics are based on the New Jersey Core Curriculum Content Standards. All pupils enrolled in New Jersey public schools, plus all pupil subgroups, must meet the proficiency benchmarks to ensure the goal of 100% proficiency. Pupils must score either “proficient” or “advanced proficient” on the assessments to be counted toward meeting the benchmarks.

Schools are evaluated using adequate yearly progress (AYP) indicators. Pupil achievement is determined by grade span (Elementary School – grades three through five, Middle School – grades six through eight, and High School – grades nine through twelve) and in each content area. There are indicators that must be met (including participation and proficiency rates) plus a secondary indicator. A safe harbor calculation is applied to measure significant progress if the benchmark is missed. When a school does not meet AYP for two consecutive years in the same content area, it is designated as a “school in need of improvement.”

AYP shall be calculated for all New Jersey schools under the provisions of NCLB. Schools that do not meet AYP as defined under NCLB are placed into one of the following categories. Title I schools in need of improvement must implement the sanctions for each category.

Year 1 – Early Warning: A school that does not make AYP for one year is placed into “early warning” status.

Year 2 – In Need of Improvement/School Choice: A school that does not make AYP for two consecutive years in the same content area is designated as a “school in need of improvement.” Parents/legal guardians shall be promptly notified if their child’s school has been designated as in need of improvement. For Title I schools certain interventions apply, including intradistrict school choice (or supplemental educational services if choice is not available) and development of a school improvement plan (Title I Unified
Academic Standards, Academic Assessments, and Accountability Plan). The district must offer the school technical assistance to address the areas that caused the school to be in need of improvement. Parents/legal guardians shall be notified of their right to request intradistrict public school choice and parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.

Year 3 – In Need of Improvement/Supplemental Educational Services (SES): A school that does not make AYP for three consecutive years in the same content area shall continue to be identified as a “school in need of improvement.” The Title I school must continue to offer intradistrict school choice and must also offer SES to eligible pupils. Technical assistance must continue to be offered by the district, parents must receive notification of the school’s status, and the school improvement plan (Title I Unified Plan) is updated annually. Parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.

The New Jersey Department of Education (NJDOE) offers school support by engaging a team of experienced professionals to conduct an extensive school review called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA team interviews stakeholders and staff, reviews school and district documents, and conducts on-site observations to develop a report that contains recommendations for school improvement, which then becomes part of the Title I Unified Plan.

Year 4 – Corrective Action: A school that does not make AYP for four consecutive years in the same content area is identified as a school in corrective action. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status, revise its school improvement plan (Title I Unified Plan), and receive technical assistance from the district and the NJDOE.

The district must take at least one of the following corrective actions:

1. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing pupils.

2. Institute a new curriculum grounded in scientifically-based research and provide appropriate professional development to support its implementation.
3. Extend the length of the school year or school day.

4. Replace the school staff who are deemed relevant to the school not making adequate progress.

5. Significantly decrease management authority at the school.

6. Restructure the internal organization of the school.

7. Appoint one or more outside experts to advise the school how to revise and strengthen the improvement plan it created while in school improvement status and how to address the specific issues underlying the school’s continued inability to make AYP.

Year 5 – Planning for Restructuring: A Title I school that does not make AYP for five consecutive years in the same content area must plan to restructure. The restructuring plan is implemented at the beginning of the following school year if the school continues to miss AYP benchmarks and moves to Year 6. During the planning year, the Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status and invite parent input during the restructuring process, and receive technical assistance from the district and the NJDOE. The technical assistance design for a school being restructured emphasizes the following:

1. The importance of improving instruction by using strategies grounded in scientifically-based research so that all children in the school achieve proficiency in the core academic subjects of language arts and mathematics.

2. The importance of analyzing and applying data in decision-making.

The restructuring plan must include one of the following alternative governance systems for the school as outlined by NCLB regulations and consistent with New Jersey practice and statutes:

1. Implement any major restructuring of the school’s governance that is consistent with the principles of restructuring as set forth in the No Child Left Behind Act.

3. Replace all or most of the school staff, which may include the Principal, who are relevant to the school’s inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

Year 6 – Restructuring-1: A Title I school that does not make AYP for six consecutive years in the same content area must implement the approved restructuring plan. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status and invite parent input and support during the implementation process, and receive technical assistance from the district and the NJDOE. Technical assistance is critical to help school staff remain focused on increasing pupil achievement while the school is adjusting to potentially radical changes in its administration and governance structures. A CAPA visit will occur at the school to determine the fidelity of implementation of the restructuring plans and to review the governance structure of the school.

Year 7 (and over) – Restructuring-2 (and over): If the school has not made AYP for seven or more consecutive years, the NJDOE will meet with school and district administrators to continually review implementation of the restructuring plan/Title I Unified Plan. Benchmark meetings with NJDOE staff, the school, and the district will occur twice a year to assess and support implementation of the school improvement plan.

Removal from Early Warning/Improvement Status: To be removed from early warning or improvement status, the school must make AYP for two consecutive years in the content area that caused the school to go into status, providing the school makes AYP in the other content areas. The first year of making AYP is a “hold year” and the school does not progress to the next sanction level, but must continue to implement current interventions. If the school does not make AYP the year following “hold,” the school goes back into improvement status at the level prior to the hold year.

No Child Left Behind Act of 2001, §1111

Adopted: 30 March 2015
2415.02  TITLE I – FISCAL RESPONSIBILITIES

The Camden City Board of Education will comply with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001.

Maintenance of Effort

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(a), the Camden City Board of Education will maintain a combined fiscal effort per pupil, or aggregate expenditures, of State and local funds with respect to the provision of the free public education in the Local Education Agency (LEA) for the preceding fiscal year that is not less than ninety percent of the combined fiscal effort per pupil, or the aggregate expenditures, for the second preceding fiscal year.

Comparability with Multiple Schools

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(c), the Camden City Board of Education directs the Superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that the equivalence of personnel is ensured among schools.

Comparability of Materials and Supplies

To be in compliance with the requirements of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the No Child Left Behind Act of 2001, §1120A(c), the Camden City Board of Education directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that the equivalence of such material is ensured among schools.

No Child Left Behind Act of 2001, §1120A

Adopted: 30 March 2015
2415.03 HIGHLY QUALIFIED TEACHERS

The No Child Left Behind Act (NCLB) requires all teachers be or become highly qualified in the core academic content area(s) they teach in accordance with the United States Department of Education and the New Jersey Department of Education highly qualified teacher requirements.

Teachers who have achieved highly qualified status retain highly qualified status permanently for the teaching assignment designated on the approved highly qualified teacher forms. No teacher providing direct instruction in core content areas is grandfathered or exempt from this process.

The district shall maintain the appropriate highly qualified documentation for all teachers who provide direct instruction in core content areas. When a teacher changes teaching assignments, which requires different content expertise, additional highly qualified teacher forms must be completed and kept on file within the district. Highly qualified teacher documentation should be completed for all new teachers and for those with new teaching assignments at the beginning of each school year.

When a teacher obtains employment in a new school district, the new district must contact the previous place of employment to have the teacher’s official highly qualified teacher forms sent to the new district. A teacher hired from another State must hold New Jersey certification and must meet New Jersey’s highly qualified teacher requirements. Out-of-State teachers may provide documentation to support their highly qualified teacher status from the previous State in which they taught.

All Title I schools must send out a Right-to-Know letter in the beginning of every school year informing parent(s) or legal guardian(s) that they have the right to know the qualifications of their child’s teacher. The letter should be sent by all Title I and non-Title I districts. In addition, in all Title I schools, the parent(s) or legal guardian(s) of pupils whose teacher is not yet highly qualified must be notified. Copies of these letters must be kept on file in the school.

No Child Left Behind Act of 2001, §1119

Adopted: 30 March 2015
2415.04 TITLE I – DISTRICT-WIDE PARENTAL INVOLVEMENT

GENERAL EXPECTATIONS

The school district will put into operation programs, activities, and procedures for the involvement of parents in the school with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.

Consistent with Section 1118, the school district will work to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.

The school district will incorporate this District-Wide Parental Involvement Policy into its school district’s plan developed under Section 1112 of the ESEA.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language parents understand.

If the school district’s plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the New Jersey Department of Education.

In the event the school district is required to reserve and spend at least one percent of the district’s Title I, Part A allocation, the school district will involve the parents of children served in Title I, Part A schools in decisions about how these funds will be spent and will ensure that not less than ninety-five percent of the one percent reserved goes directly to the school.

The school district will be governed by the following statutory definition of parental involvement, and expects the Title I school will carry out programs, activities, and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving pupil academic learning and other school activities, including ensuring:

1. That parents play an integral role in assisting their child’s learning;
2. That parents are encouraged to be actively involved in their child’s education at school;
3. That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
4. The carrying out of other activities, such as those described in Section 1118 of the ESEA.

In the event the State of New Jersey or the New Jersey Department of Education has a Parental Information and Resource Center, the school district will inform parents and parental organizations of its purpose and existence.

DESCRIPTION OF HOW THE SCHOOL DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

Below is a description of how the district will implement or accomplish each of the following components outlined below (Section 1118(a)(2), ESEA):

1. The district will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA:
   a. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school’s participation and the requirements of the Policy and the right of the parents to be involved;
   b. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement; and
c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2).

2. Provide parents of participating pupils:
   a. Timely information about programs required by NCLB, §1118;
   b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
   c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

3. The district will provide the following necessary coordination, technical assistance, and other support to assist the Title I, Part A school in planning and implementing effective parental involvement activities to improve pupil academic achievement and school performance:
   a. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
   b. May adopt and implement model approaches to improving parental involvement;
   c. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
   d. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
   e. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request.
4. The school district will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs), by:

a. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;

b. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

c. May involve parents in the development of training for teachers, Principals, and other educators to improve the effectiveness of such training.

5. The school district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this Parental Involvement Policy in improving the quality of the Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its Parental Involvement Policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

(List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play):
May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;

b. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; and

c. May train parents to enhance the involvement of other parents.

The school district will build the school’s and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve pupil academic achievement, through the following activities specifically described below:

1. The school district will, with the assistance of its Title I, Part A school, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described below:

   • New Jersey’s academic content standards;
   • New Jersey’s pupil academic achievement standards;
   • The New Jersey and local academic assessments including alternate assessments;
   • The requirements of Part A;
   • How to monitor their child’s progress; and
   • How to work with educators.

   (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

   a. Back to School Nights
   b. PTO Meetings
   c. Parental Conferences/Scheduled and as needed/requested
2. The school district will, with the assistance of the school, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
   a. Parental Conferences
   b. PTSO Technology Presentations
   c. Guest Presenters as Needed

3. The school district will, with the assistance of the school and parents, educate its teachers, pupil services personnel, the Principal and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the school, by:
   a. Providing assistance to parents of pupils served by the school in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this Policy, and how to monitor a child’s progress and work with educators to improve the achievement of their children;
   b. Providing materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; and
   c. Educating teachers, pupil services personnel, Building Principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

4. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in fully participating in the education of their children, by:
a. Participating in conferences at least annually;
b. Discussing student compact;
c. Frequent student progress reports; and
d. Reasonable access to staff.

5. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

   a. In carrying out the parental involvement requirements of NCLB, §1118 and this Policy, the school and school district, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports required under NCLB, §1111 in a format and, to the extent practicable, in a language such parents understand.

DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY ACTIVITIES

The additional information outlined below lists and describes discretionary activities the school district, in consultation with its parents, may undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement:

   Involving parents in the development of training for teachers, the Principal, and other educators to improve the effectiveness of that training;

   Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

   Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

   Training parents to enhance the involvement of other parents;
In order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;

Adopting and implementing model approaches to improving parental involvement;

Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and

Providing other reasonable support for parental involvement activities under Section 1118 as parents may request.

ADOPTION

This District-Wide Parental Involvement Policy has been developed jointly, and agreed on with parents of children participating in Title I, Part A programs. This Policy will be distributed to all parents of participating Title I, Part A children in an understandable and uniform format and, to the extent practicable, in a language the parents understand, at the beginning of each school year or when the child is determined eligible and begins participating in Title I, Part A programs.

United States Department of Education Non-Regulatory Guidance – Appendix D - District-Wide Parental Involvement Policy

Adopted: 30 March 2015
2415.05 PUPIL SURVEYS, ANALYSIS AND/OR EVALUATIONS

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education.

Consent

PPRA requires written consent from parents/legal guardians and pupils who are eighteen years old or emancipated minor pupils before minor pupils are required to participate in a survey, analysis, or evaluation funded in whole or in part by a program of the United States Department of Education that concerns one or more of the following nine areas referred to as “protected information surveys”:

1. Political affiliations or beliefs of the pupil or pupil’s parent;
2. Mental or psychological problems of the pupil or pupil’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the pupil or parents;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
9. Social security number.

This consent requirement also applies to the collection, disclosure or use of pupil information for marketing purposes, referred to as “marketing surveys”, and for certain physical examinations and screenings.
“Opt a Pupil Out” Notice

The parents and eligible pupils will be provided an opportunity to opt a pupil out of participating in:

1. The collection, disclosure, or use of personal information obtained from pupils for marketing, to sell, or otherwise distribute information to others;

2. The administration of any other “protected information survey” not funded in whole or in part by the United States Department of Education; and

3. Any non-emergency, invasive physical examination required as a condition of attendance, administered by the school district or its agents, and not necessary to protect the immediate health and safety of a pupil, except for hearing, vision, scoliosis screenings, or any physical examination or screening permitted or required under State law.

Inspection

The parents and eligible pupils, upon request and before administration or use, have the right to inspect:

1. Protected information surveys of pupils;

2. Instruments used to collect personal information from pupils for any of the above marketing, sales, or other distribution purposes; and

3. Instructional material used as part of the educational curriculum.

The Board, through the Superintendent, shall be responsible for obtaining the consent, annual direct notification to parents and eligible pupils at the start of each school year and after any substantive changes of the “opt a pupil out” rights and the inspection rights provisions of PPRA and this Policy. The “opt a pupil out” notice shall include any specific or approximate dates of the activities eligible for a pupil to “opt out.”
PPRA Consent/Opt Out Violations

Parents or pupils who believe their rights under PPRA may have been violated may file a complaint with United States Department of Education.

The Protection of Pupil Rights Amendment (PPRA)
(20 U.S.C. §1232h; 34 CFR Part 98)
No Child Left Behind Act of 2001, Title X, Part F, §1061

Adopted: 30 March 2015
2415.06 UNSAFE SCHOOL CHOICE OPTION

The Unsafe School Choice Option (USCO) provision of The No Child Left Behind Act of 2001 (NCLB) §9532 contains two provisions that apply to school districts that receive funds under NCLB: Provision I - Persistently Dangerous Schools and Provision II - Victims of Violent Criminal Offenses.

Effective the beginning of each school year, school districts receiving NCLB funds must be prepared to complete the transfer of pupils who choose to exercise Provision I and Provision II of NCLB and this Unsafe School Choice Option Policy. Compliance with the Policy is a condition of receiving funds under any and all titles under NCLB. The Superintendent is required to certify compliance with this USCO Policy to the New Jersey Department of Education (NJDOE) in the application for NCLB funds.

USCO Policy Provision I - Persistently Dangerous Schools (PDS)


A persistently dangerous school is a public elementary or secondary school building (except for Regional Day Schools, Educational Services Commissions and Special Services School Districts) that meets the objective criteria determined by the New Jersey Department of Education (NJDOE) for three consecutive years and is part of a school district that receives funds under NCLB. The NJDOE will use the most current available data from the Electronic Violence and Vandalism Reporting System (EVVRS) to identify persistently dangerous schools on or before July 31 of each year, in compliance with Federal regulations (68 FR 16789).

2. Procedures and Guidelines for Schools Determined to be Persistently Dangerous.

Once the district receives notification a school is identified as persistently dangerous, the district must inform all parents of enrolled pupils in the school of the designation within fifteen calendar days of the notice and offer them the option for their children to transfer to a safe public school within the district by the beginning of the respective school year. The district must complete all transfers by the beginning of the school year following the July notification.
Pupils are not required to accept the transfer option, but they must be afforded the opportunity to do so. Parental notice regarding the status of the school and the offer to transfer pupils should be made simultaneously. Parents of enrolled pupils must be notified of the persistently dangerous designation whether or not there is another school within the district for the transferring pupils.

To the extent possible, the district will allow transferring pupils to transfer to schools that are making adequate yearly progress in accordance with NCLB and have not been identified as being in need of school improvement, corrective action or restructuring. The district will take into account the needs and preferences of the affected pupils and parents.


If a school in the district is identified as persistently dangerous, the district will submit to the NJDOE, on or before August 25, documentation of compliance with the parent notification requirement and actions taken to complete the transfer arrangements for all pupils exercising the option by the first day of the school year. The district will also develop and submit for approval a corrective action plan to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide schools with guidance for their corrective action plans, as well as monitor the school district’s timely completion of the approved plans.

In the spring of each following year, the NJDOE will re-evaluate the status of a school identified as persistently dangerous. The NJDOE will review the school’s progress towards completing their corrective action plan and compare the current year’s incidents of violence, as reported on the EVVRS, to the criteria for determining persistently dangerous schools (PDS). A school identified as maintaining the persistently dangerous designation will be notified by the NJDOE on or before July 31 of the respective year and will be required to submit for approval a revised corrective action plan by August 25 of that year, which will apply to the respective school year. The school district must inform all parents of enrolled pupils in the school of the designation within fifteen calendar days of the notice and offer them the option for their children to transfer to a safe public school by the beginning of the respective school year.
A school no longer designated persistently dangerous will be notified on or before July 31 of the respective year. The persistently dangerous designation will be removed after one or more years contingent upon successful fulfillment of the criteria for removal, as determined by and in accordance with guidance provided by the NJDOE.

4. Procedures and Guidelines for Early Warning of Schools.

Effective in 2004, if a school meets the criteria set forth in this Policy for two consecutive years, the district will be notified of their pattern of offenses on or before August 15 of each year. If notified, the district will develop and submit to the NJDOE for approval a corrective action plan on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school with guidance for their corrective action plan, as well as monitor the school’s timely completion of the approved plan. This school shall become a top priority for intensified district support for research-based programs and technical assistance. A school receiving an “early warning” notice is not required to provide the transfer option to pupils.

In the spring of each following year, the NJDOE will reevaluate the school’s progress towards completing their corrective action plan and compare the current year’s incidents of violence, as reported on the EVVRS, to the criteria for determining persistently dangerous schools. Schools will be notified of their status on or before July 31 of the respective year.

A school that has successfully completed their corrective action plan and reported violent incidents that no longer meet the Criteria for Determining Persistently Dangerous Schools for one school year (the year in which the corrective action plan was in effect) will no longer be required to submit a Corrective Action Plan.

A school that does not successfully complete their Corrective Action Plan and that meets the criteria set forth in this Policy for a third consecutive year will be designated as persistently dangerous and will be required to submit for approval a revised corrective action plan on or before September 30 of that year, which will apply to the respective school year. The district will also provide the transfer option to pupils in the school designated as persistently dangerous.
5. **Schools Not Receiving NCLB Funds, but Meeting the Criteria for PDS.**

School buildings and districts that do not receive Federal funds under NCLB, but meet any one of the criteria for persistently dangerous schools, will be contacted by the NJDOE and be required to develop and submit for approval a Corrective Action Plan on or before September 30 of the respective year. The Corrective Action Plan must be completed in the format provided by the NJDOE and describe how the school will reduce the number of incidents of violence as determined by the EVVRS. The NJDOE will provide the school guidance for their corrective action plan, as well as monitor the school’s timely completion of the approved plan.

**USCO Policy Provision II - Victims of Violent Criminal Offenses**

The Victim of Violent Criminal Offenses provision of NCLB requires a pupil who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary or secondary school that the pupil attends, be allowed to attend a safe public elementary or secondary school within the district, including a public charter school.

The Superintendent will consult with the Board attorney and communicate with designated local and/or county law enforcement authorities, per the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials and N.J.A.C. 6A:16-6.2(b)12, on questions and issues that arise in the implementation of the individual victims of violent criminal offenses section of this Policy.

1. **Criteria for Determining Victims of Violent Criminal Offenses**

The following criteria must be used to determine when an enrolled pupil has become a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school that the pupil attends. These criteria only apply to a pupil who has become a victim of one or more of the violent criminal offenses enumerated below:

A pupil is considered a victim of a violent criminal offense when:

a. A referral has been made to law enforcement officials for suspicion that one of the violent criminal offenses enumerated below has occurred; and

b. One or more of the following applies:

(1) Law enforcement officials have filed formal charges against the perpetrator(s) for commission of the violent crime; or
(2) The perpetrator(s) of the violent crime has been disciplined in accordance with school policy; or

(3) The perpetrator(s) of the violent crime either has not been identified or is not an enrolled pupil(s), but it is clear that the pupil (victim) has become a victim of a violent criminal offense based on objective indicators such as physical evidence, eyewitness testimony, and/or circumstantial evidence; or

(4) The pre-existence of a restraining order against the perpetrator(s) of the violent crime.

2. Procedures and Guidelines

Effective the first day of each school year beginning in 2003, the district must be prepared to begin the transfer of any pupil who chooses to exercise the unsafe school choice option provision. The district must offer, within ten calendar days, an opportunity to transfer to a safe public school within the district to any pupil who has become a victim of a violent criminal offense while in or on the grounds of a public school that the pupil attends. While the pupil must be offered the opportunity to transfer, the pupil may elect to remain at the school.

To the extent possible, the district will allow any transferring pupil to transfer to a school that is making adequate yearly progress in accordance with NCLB and has not been identified as being in need of school improvement, corrective action or restructuring. The district will take into account the needs and preferences of the affected pupil and his or her parent(s). Transfers must occur within thirty days of the determination that the pupil was a victim of a violent criminal offense.

3. Violent Criminal Offenses

The violent criminal offenses under New Jersey statutes that apply to the individual victim provision are identified and explained below. The offenses apply to completed offenses, as well as threats and attempts to commit the offenses. The offenses and attempts to commit the offenses apply only when they occur in or on the grounds of a school that the pupil attends. The offenses apply whether they occur wholly or in part in or on the grounds of a school that the pupil attends.
The offenses apply only to acts or attempts that are directed at a person (victim) or a group of specified individuals (victims), rather than acts that indiscriminately affect the entire school population or non-specified individuals or groups. For the purposes of this Unsafe School Choice Option Policy, the term “victim” shall not include a pupil who purposely, knowingly or recklessly provokes the conduct constituting the criminal incident against him or her.

4. Applicable Violent Criminal Offenses

Below is a description of each applicable violent criminal offense that is based upon New Jersey statutes and references to statutory citations that provide complete explanations of each designated offense. The descriptions provided below are not intended to be a complete explanation of each offense or a substitute for the actual provisions of the authorizing statutes. Instead, the descriptions are provided as an aid in facilitating understanding of the general intent and practical applications of the violent criminal offenses that pertain to this Unsafe School Choice Option Policy.

a. Homicide [N.J.S.A. 2C:11-2] - A person is a victim of a homicide when he or she is the child, sibling or other relative of a decedent, resulting from someone purposely, knowingly or recklessly causing the death of the pupil’s parent, sibling or relative in or on school grounds.

b. Assault [N.J.S.A. 2C:12-1(a)(1) and 2C:12-1(b)(1)] - A person is a victim of an assault when the actor purposely, knowingly or recklessly causes bodily injury to the victim [N.J.S.A. 2C:12-1(a)(1)]; negligently, recklessly, knowingly or purposely causes bodily injury to the victim with a deadly weapon [N.J.S.A. 2C:12-1(a)(2), N.J.S.A. 2C:12-1(b)(2) and N.J.S.A. 2C:12-1(b)(3)]; attempts by physical menace to put the victim in fear of imminent serious bodily injury [N.J.S.A. 2C:12-1(a)(3)]; or knowingly points a firearm at or in the direction of the victim, whether or not the actor believes it to be loaded. [N.J.S.A. 2C:12-1(d)(4)].

c. Aggravated Sexual Assault [N.J.S.A. 2C:14-2] - A person is a victim of an aggravated sexual assault when the actor commits an act of sexual penetration with the victim under any of the following circumstances:

(1) The victim is less than thirteen years old.

(2) The victim is:
(a) At least thirteen, but less than sixteen years old; and

   (i) The actor is related to the victim by blood or affinity to the third degree; or

   (ii) The actor has supervisory or disciplinary power over the victim by virtue of the actor’s legal, professional or occupational status; or

   (iii) The actor is a foster parent, a legal guardian or stands in loco parentis within the household.

(3) The act is committed on the victim during the commission, or attempted commission, whether alone or with one or more persons, of robbery, kidnapping, homicide, aggravated assault on another, burglary, arson or criminal escape.

(4) The actor is armed with a weapon or any object fashioned in such a manner as to lead the victim to reasonably believe it to be a weapon and threatens by word or gesture to use the weapon or object on the victim.

(5) The actor is aided or abetted by one or more other persons and the actor uses physical force or coercion on the victim.

(6) The actor uses physical force or coercion and severe personal injury is sustained by the victim.

(7) The victim is one whom the actor knew or should have known was physically helpless, mentally defective or mentally incapacitated.

5. Sexual Assault - A person is a victim of a sexual assault when:

   a. The actor commits an act of sexual contact with a victim who is less than thirteen years old and the actor is at least four years older than the victim; or

   b. The actor commits an act of sexual penetration with a victim under any of the following circumstances:
(1) The actor uses physical force or coercion, but the victim does not sustain severe personal injury.

(2) The victim is at least sixteen but less than eighteen years old.

(3) The actor has supervisory or disciplinary power of any nature or in any capacity over the victim.

(4) The victim is at least thirteen but less than sixteen years old and the actor is at least four years older than the victim.

6. Bias Intimidation [N.J.S.A. 2C:16-1(a)] - A person is a victim of the crime of bias intimidation when an actor commits, attempts to commit, conspires with another to commit or threatens the immediate commission of an offense specified in chapters 11 through 18 of Title 2C of the New Jersey Statutes; N.J.S.A. 2C:33-4; N.J.S.A. 2C:39-3; N.J.S.A. 2C:39-4 or N.J.S.A. 2C:39-5 in the following circumstances:

a. With a purpose to intimidate a victim or a group of specified victims because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or

b. Knowing that the conduct constituting the offense would cause a victim or a group of specified victims to be intimidated because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or

c. Under circumstances that caused any victim of the underlying offense to be intimidated and the victim, considering the manner in which the offense was committed, reasonably believed either that:

   (1) The offense was committed with a purpose to intimidate the victim or any person or entity in whose welfare the victim is interested because of race, color, religion, gender, handicap, sexual orientation or ethnicity; or

   (2) The victim or the victim’s property was selected to be the target of the offense because of race, color, religion, gender, handicap, sexual orientation or ethnicity.
7. Terroristic Threat [N.J.S.A. 2C:12-3(a) and 2C:12-3(b)] - A person is a victim of a terroristic threat when the actor threatens to commit one of the violent criminal offenses enumerated under the USCO Policy Provision II against the victim with the purpose to put the pupil in imminent fear of one of the violent crimes enumerated in the USCO Policy Provision II under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it will be carried out. The definition of terroristic threat applies to N.J.S.A. 2C:12-3(a) insofar as the threat was directed at a person (victim) or a group of specified individuals (victims).

8. Robbery [N.J.S.A. 2C:15-1] - A person is a victim of a robbery when the actor, in the course of committing a theft, inflicts bodily injury; or uses force upon the victim; or threatens the victim with or purposely puts the victim in fear of immediate bodily injury.

9. Kidnapping [N.J.S.A. 2C:13-1] - A person is a victim of a kidnapping when the actor unlawfully removes the victim from the school or school grounds; or the actor unlawfully confines the victim with the purpose of holding the victim for ransom or reward as a shield or hostage; or the actor unlawfully removes the victim from the school or school grounds or a substantial distance from where he or she is found in school or on school grounds; or if the actor unlawfully confines a pupil for a substantial period of time to facilitate commission of a crime or flight thereafter, or to inflict bodily injury on or terrorize the victim.

10. Arson [N.J.S.A. 2C:17-1] - A person is a victim of arson when the actor starts a fire or causes an explosion in or on the grounds of a school whereby purposely or knowingly the victim or group of specified victims are in danger of death or bodily injury; or with the purpose of destroying or damaging the victim’s or group of specified victim’s property that is in the school or on school grounds.

Miscellaneous Provisions of USCO

1. Transfer Time Period – Persistently Dangerous Schools

The transfer will be temporary and will be in effect as long as the pupil’s original school is identified as persistently dangerous.
2. Charter School Transfer Option

While NCLB permits affected pupils to be afforded the opportunity to attend a public charter school, in addition to a safe public elementary school or secondary school within the school district, the application of this provision in New Jersey is limited. Transfers to a charter school can only occur as a part of the charter school’s “equal opportunity” selection process and among charter schools administered under the same managing authority (i.e., charter schools within the charter school district).

Since charter schools in New Jersey are considered public LEA’s, pursuant to N.J.S.A. 18A:36A-3, operated independently of a local board of education, transfers may only take place among charter schools within the LEA. Therefore, pupils may be permitted to transfer to another charter school that is administered under the same managing authority of the charter school, but are not permitted to transfer to a school in the local public school district administered by a local board of education.

However, pursuant to N.J.S.A. 18A:36A-7, a charter school must be open to all pupils on a space available basis and may not discriminate in its admission policies or practices (although it may establish reasonable criteria to evaluate prospective pupils), and in accordance with N.J.S.A. 18A:36A-8, if there are more applications to enroll in the charter school than there are spaces available, the charter school must select pupils to attend using a random selection process for enrollment.

3. Funding Sources for USCO

The Unsafe School Choice Option law does not authorize resources specifically to help cover USCO costs. However, under certain circumstances Federal funds may be used. For example, funds under SDFSCA (Title IV, Part A of the NCLB) may be used to establish safe zones of passage to and from school to ensure that pupils travel safely on their way to school and on their way home [Section 4115(b)(2)(E)(v)]. In addition, SDFSCA funds may be used to help cover costs such as tuition or transportation related to the Unsafe School Choice Option or expansion of public school choice [Section 5121(8) and 5131(12 and (25)].

4. Special Education Pupils

The district will provide transferred special education pupils with the program required by the pupil’s Individualized Education Program (IEP).
5. Transfer Schools

In the event there is not another school within the school district for a transferring pupil, the district is not required to transfer the pupil to a school outside the school district.

Under the Federal regulations (68 FR 16789), this Policy only applies to offenses that occur in the 2003–2004 school year and thereafter. Beginning with the 2004–2005 school year, the district must provide the transfer option to victims of violent criminal offenses that occurred in the previous school year, if the determination that the pupil was a victim was made thirty days or fewer before the end of the school year.

The district will use the school choice option as one response to incidents of victimization. Additionally, the district will develop and implement appropriate strategies for addressing the circumstances that contribute to or support victimization, as well as consistently and proactively manage individuals who have victimized pupils. The district will promote the importance of school safety and respond to the needs of pupils and staff. Pursuant to the law, the district will provide an opportunity for pupils, parents and school district and law enforcement personnel to discuss methods for keeping schools safe from violence; to create school safety plans; and to recognize pupils in need of help. The district will organize activities to prevent school violence, including, but not limited to, age-appropriate opportunities for pupil discussion on conflict resolution, issues of pupil diversity and tolerance. Law enforcement personnel will be invited to join members of the teaching staff in the discussions. Programs shall also be provided for school district employees that are designated to help school district employees recognize warning signs of school violence and to instruct school district employees on recommended conduct during an incident of school violence.

N.J.S.A. 18A:17-46 requires a public hearing in the third week in October of each year for the Superintendent to report to the Board all acts of violence and vandalism that occurred in the district during the previous school year. The public hearing shall be transcribed and kept on file in the Board of Education Office. The transcript shall be made available to the public upon request. The Board must also file the transcript with the NJDOE for review.

No Child Left Behind Act of 2001 §9532

Adopted: 30 March 2015
2415.20 NO CHILD LEFT BEHIND COMPLAINTS

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

Policy and Regulation 2415.20 set forth the requirements for resolving complaints presented by any individual or organization that:

1. A school, school district, other agency authorized by the school district, or by the NJDOE violated the administration of education programs required by the Elementary and Secondary Education Act as amended by NCLB; and/or

2. The NJDOE violated the administration of education programs required by the Elementary and Secondary Education Act as amended by NCLB.

A Complaint shall be a written allegation that shall identify the alleged NCLB violation, the facts supporting the alleged violation, and any supporting documentation.

A Complaint alleging a school in the district, school district, or other agency authorized by the school district, or the NJDOE violated the administration of a program must be submitted to the Supervisor of Title I/Grants Funding. The Supervisor of Title I/Grants Funding shall be responsible to coordinate the investigation of the Complaint. The Supervisor of Title I/Grants Funding shall submit a written report regarding the outcome of the investigation to the complainant. If the complainant is not satisfied with the outcome of the investigation, the complainant may initiate a Complaint by submitting a written Complaint to the NJDOE to the attention of the County Superintendent. The County Superintendent will coordinate the investigation of a Complaint. When the investigation is complete, the County Superintendent will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Assistant Commissioner assigned to oversee the matter shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint. If the complainant does not agree with the NJDOE’s decision, the complainant may appeal to the United States Department of Education Secretary.
A Complaint alleging the NJDOE violated the administration of a program must be submitted to the New Jersey Department of Education Chief of Staff or the United States Department of Education Secretary. The NJDOE requests the complainant first contact the New Jersey Department of Education Chief of Staff to resolve the issue. The NJDOE Office of Strategic Initiatives and Accountability will coordinate the investigation of a Complaint. When the investigation is complete, the Chief of Staff will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Chief of Staff shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint. If a complainant does not agree with the NJDOE’s decision, the complainant may appeal to the United States Department of Education Secretary.

New Jersey Department of Education 1/26/07 Memorandum – No Child Left Behind Complaint Policy and Procedure

Adopted: 30 March 2015
2416 PROGRAMS FOR PREGNANT PUPILS

No pupil, married or unmarried, who is otherwise eligible for enrollment in this district will be denied an educational program because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

The Board of Education reserves the right to require as a prerequisite for participation in the regular instructional program and in the co-curricular program that a pregnant pupil present to the school Principal her physician's written statement that such participation will not be injurious to her health or jeopardize her pregnancy.

The Superintendent shall develop a program of special instruction in health and nutrition and shall direct appropriate teaching staff members to counsel the pregnant pupil, to assist her in securing necessary medical services, to cooperate with community resources on her behalf, and to encourage her toward the completion of an appropriate educational program.

A pregnant pupil who does not wish to attend regular classes or is physically unable to do so during her pregnancy may, with her consent, be assigned to an alternate instructional program which may include home instruction or a program offered by another school district or institution.

The parent(s) or legal guardian(s) of a pregnant pupil under eighteen years of age shall be notified of any change in the pupil's regular educational program.

A pupil who has received an alternate instructional program for reasons associated with pregnancy shall be readmitted to the regular program upon her request and the written statement of her physician that she is physically fit for attendance.

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

Adopted: 30 March 2015
2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students’ learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board adopts this appropriate multidisciplinary team approach for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school’s Intervention and Referral Services (I&RS) Team. The intervention and referral services shall be provided to aid students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student’s Individualized Education Program Team, as appropriate.

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

The I&RS Team shall review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building’s system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.
At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

Adopted: 30 March 2015
2421 CAREER AND TECHNICAL EDUCATION

The Board of Education believes that constructive attitudes and concepts involving the dignity of all kinds of work belong in the curriculum from the beginning grades. Therefore, in fulfillment of the Core Curriculum Content Standards, the Board shall develop and implement a comprehensive guidance and counseling system that facilitates career awareness and exploration for all pupils. The Board shall ensure that educational programs shall continuously expose pupils to the nature of the wide variety of careers available. The cross-content workplace readiness standards shall be infused into the curriculum throughout the grades in age appropriate activities. When any hands-on experience requires use of power tools, etc., all eye protection and other appropriate safety regulations shall be observed.

Career Education and Counseling

The Board shall develop and implement a comprehensive guidance and academic counseling program for all pupils to facilitate career awareness, exploration, and preparation in accordance with New Jersey Administrative Code. This program shall:

A. Be linked to the Core Curriculum Content Standards;

B. Be infused throughout the Kindergarten through grade twelve curriculum;

C. Be supported by professional development programs;

D. Take into consideration the National Career Development Guidelines and the Career Development Standards of the National Standards for School Counseling Programs of the American School Counselor Association in academic, career and personal/social development of the pupil;

E. Assist pupils in making and implementing informed educational and career choices, including opportunities to change career focus;

F. Develop the pupil's understanding of the relationship between academic attainment, career development, and personal/social development;

G. Encourage pupils to create and maintain portfolios consisting of pupil accomplishments in academic and career oriented work; and

H. Ensure that pupils with disabilities (age fourteen or younger), if determined appropriate by IEP, have career and academic counseling coordinated with transitional services in accordance with Administrative Code.
The Board shall develop and implement curriculum and instructional methods that:

A. Are integrated with technological literacy;

B. Provide all pupils with an understanding of the career application of knowledge and skills learned in the classroom; and

C. Provide all pupils with the opportunity to apply knowledge and skills learned in the classroom to real or simulated career challenges.

The Board will develop and implement for all pupils a system of career development activities that:

A. Offers the opportunity to explore career interests within, but not limited to, arts and humanities; business and information systems; mathematics, science and technology; and health and human services;

B. Addresses district resources, community needs and pupil interest;

C. Allows the Board to select an appropriate delivery format that may include an integrated curriculum based on the Core Curriculum Content Standards or specialized programs that reflect the needs of pupils and the community; and

D. Instills the concept of the need for continuous learning throughout one's life.

The Board shall offer all high school pupils the opportunity to actively explore career interests by participation in structured learning experiences that are linked to the Core Curriculum Content Standards. The structured learning experiences shall:

A. Have identifiable educational goals which support the Core Curriculum Content Standards particularly in the areas of career education; consumer, family and life skills; and technological literacy;

B. Provide that pupils are supervised by school personnel in accordance with the requirements identified in the Professional Licensure and Standards rules;

C. Be conducted at sites registered with the Department of Education via the work Registration System;

D. Conform to Federal and State law.
Career and Technical Education Programs

For purposes of this policy, "career and technical education" means an organized educational program that offers a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. It includes competency-based applied learning that contributes to the academic knowledge, higher order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of individuals. To ensure that all pupils have access to career and technical instruction the Board shall:

A. Guarantee all pupils the right to apply and, if accepted, attend a county vocational school. The sending district shall be responsible for the tuition and transportation cost;

B. Permit pupils to enroll in programs of career and technical instruction outside the residence district as long as the resident district agrees to pay tuition and transportation costs, does not offer an identical type of program; and the program of career and technical instruction has space available;

C. Provide that pupils shall be admitted for enrollment in classes and provided instruction on the basis of their potential for achieving the occupational or other objectives of such instruction; and

D. Allow county vocational schools and their designated representatives' reasonable opportunity, during school hours, to present information about the county vocational schools' programs to pupils in local districts in grades six through twelve.

Career and Technical Instruction

Career and technical instruction shall be designed to prepare individuals:

A. For life skills and paid employment as skilled workers or technicians or paraprofessionals in recognized occupations and in new or emerging occupations;

B. For enrollment in advanced or highly skilled career and technical education programs;

C. For making informed and meaningful occupational choices; and

D. To achieve a combination of the above objectives.
The district Board of Education or institution of higher education responsible for career and technical education shall:

A. Employ and supervise teachers;

B. Determine whether pupils qualify for admission to classes;

C. Determine the content and organization of courses and curricula;

D. Provide career and technical education for pupils with disabilities in accordance with the pupil's individual education plan;

E. Include special education programs and services designed to enable academically or economically limited pupils or pupils with disabilities to achieve the career and technical education programs’ objectives;

F. Provide academically or economically limited pupils or pupils with disabilities, who cannot benefit from regular career and technical education programs, special programs of career and technical instruction that include special instructional devices and techniques and supplementary services as are necessary to enable those pupils to achieve their career objectives;

G. Work in coordination with the State Board of Education and in cooperation with local private agencies, organization and institutions having responsibility for the education of academically or economically limited pupils or pupils with disabilities to plan, develop, establish and administer technical education programs and services; and

H. Ensure soundness and quality of career and technical instruction by the application of the Core Curriculum Content Standards.

The Superintendent shall seek and use all available State, Federal and private sources of revenue for the financial support of career and technical education in this district. The Superintendent will develop regulations by which the career and technical education program shall be annually evaluated.

The Board of Education shall meet the levels of performance prescribed by the Department of Education in accordance with administrative code, in the following areas:

A. For secondary pupils, and postsecondary pupils in two- and four-year institutions of higher education:
1. Academic attainment;
2. Technical attainment;
3. High school completion (for secondary pupils only);
4. Credential/diploma attainment;
5. Placement - employment, postsecondary education/further education, or military enlistment;
6. Retention - education, employment, or military service (postsecondary pupils in two- and four-year institutions only);
7. Non-traditional pupil participation; and
8. Non-traditional pupil completion.

B. For postsecondary pupils in county school districts:

1. Technical attainment;
2. Program completion;
3. Placement - employment, further education, or military enlistment;
4. Retention - education, employment, or military service;
5. Non-traditional pupil participation; and

The Board of Education shall make continuous and significant improvement in career and technical achievement of career and technical education pupils, and levels of performance shall be objective, quantifiable, and measurable. The Board shall also identify in the local plans the level of performance targeted for each of the core indicators of performance.

All pupils participating in career and technical education programs supervised by this Board or in shared-time programs are considered to be regularly enrolled in the schools of this district, and subject to the policies and rules of this Board, including rules regarding attendance for those periods when they are not assigned to outside work projects or other classes.

N.J.A.C. 6A:19-1.1 et seq.

Adopted: 30 March 2015
2422 HEALTH EDUCATION

The Board of Education will provide a comprehensive health education program aligned with the New Jersey Department of Education Core Curriculum Content Standards. This program will be a coordinated sequential curriculum at all grade levels, with instructional units appropriate to the age, growth and development, and maturity of pupils.

The Superintendent will develop and recommend to the Board a program of health education designed for pupils to master the Cumulative Progress Indicators of the Department of Education’s Comprehensive Health Education and Physical Education Core Curriculum Content Standards.

Staffing

Except as provided below for human sexuality and family life education, courses in health education will be taught by teachers whose certification qualifies them to teach health education. Teachers of the human sexuality and family life, substance use and abuse, and HIV prevention programs will be offered specific in-service training.

Excusal

Any pupil whose parent(s) or legal guardian(s) presents to the School Principal a signed statement that any part of the instruction in health, human sexuality and family life education or sex education program is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from the portion of the course in which such instruction is being given, and no penalties as to credit or graduation shall result.

Community Involvement

The Superintendent will ensure the program is aligned with the New Jersey Department of Education’s Core Curriculum Content Standards. The programs of instruction for human sexuality and family life education will be developed through appropriate consultation and in participation with teachers, school administrators, parent(s) or legal guardian(s), appropriate age school pupils, physicians, members of the clergy, and representative members of the community. Such consultation shall continue, as appropriate, as the program is continually evaluated and revised.
Human Sexuality and Family Life Education

All pupils will learn the biological, cultural, and psychological aspects of human sexuality and family life. The Board will adopt a coordinated, sequential human sexuality and family life education program aligned with the New Jersey Department of Education’s Core Curriculum Content Standards. Any education that is given as part of any planned course, curriculum or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, and any materials including, but not limited, to handouts, speakers, notes or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases and of avoiding pregnancy, will stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

The Board will include in its human sexuality and family life curriculum instruction on reasons, skills and strategies for remaining or becoming abstinent from sexual activity. Any instruction concerning the use of contraceptives or prophylactics, such as condoms, will also include information on their failure rates for preventing pregnancy, HIV and other sexually transmitted diseases in actual use among adolescent populations and shall clearly explain the difference between risk reduction through the use of such devices and risk elimination through abstinence. In addition, the human sexuality and family life curriculum will stress the importance of avoiding intravenous drug use.

A copy of the complete district human sexuality and family life education curriculum and all instructional materials shall be available for public inspection in each school in the district prior to its use in any classroom. The parent(s) or legal guardian(s) of each pupil enrolled in the program shall receive annually an outline of the curriculum and a list of instructional materials for that pupil's grade along with notice of the availability for review of the complete curriculum and all materials.

The human sexuality and family life program may be taught by district personnel certified to teach biology, comprehensive science, elementary grades, health, health and physical education, home economics, nursery school, psychology, or special education classes, and the school nurse. The program may utilize the contributions of such community resource persons as parent(s) or legal guardian(s), physicians, the clergy, attorneys, school social workers, school psychologists, and law enforcement personnel. The Board encourages the utilization of teachers in other disciplines through an interdisciplinary approach.
Personnel teaching this curriculum should be trained by the district in the curriculum and instruction of the course.

Use and Abuse of Alcohol, Tobacco, and Other Drugs

All pupils will learn the physical, mental, emotional, and social effects of the use and abuse of alcohol, tobacco, and other drugs. The Board will adopt a coordinated, sequential human sexuality and family life education program aligned with the New Jersey Department of Education’s Core Curriculum Content Standards.

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

Adopted: 30 March 2015
The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for pupils of Limited English Proficiency (LEP) as required by law and rules of the State Board of Education. Pupils of LEP are those pupils whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English.

Identification of LEP Pupils

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

Program Implementation

The district shall provide the following programs:

1. An English language services program whenever there are one or more, but fewer than ten LEP pupils enrolled within the schools of the district. English language services shall be in addition to the regular school program;

2. An ESL program whenever there are ten or more LEP pupils enrolled within the schools of the district; and

3. A bilingual program whenever there are twenty or more LEP pupils in any one-language classification. Where the age range, grade span, and/or geographical location of eligible pupils makes a full-time bilingual program impractical, the Board may offer an instructional program alternative, provided that program has been approved or a waiver for the alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty pupils.
All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every pupil participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years.

Bilingual, ESL, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

Pupils enrolled in a bilingual, ESL, or English language services program shall be assessed annually with a New Jersey Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program. LEP pupils enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English Program when they have demonstrated readiness to function successfully in the English-only program. This process shall be initiated by the pupil’s level of English proficiency as measured by a New Jersey Department of Education established standard on an English language proficiency test, and the readiness of the pupil shall be further assessed on the basis of multiple indicators which shall, at a minimum, include classroom performance, the pupil’s reading level in English, the judgment of the teaching staff member or members responsible for the education program of the pupil, and performance on achievement tests in English.

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

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

When the exit review process is completed, the pupil's parent(s) or legal guardian(s) shall be informed by mail of the placement determination. A parent(s) or legal guardian(s), or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Director of Bilingual/ESL, who will provide a written explanation for the decision within twenty working days. The complainant may appeal this decision in writing to the Board. The Board will review the appeal and respond in writing within forty-five calendar days. A complainant not satisfied with the Board's explanation may appeal to the Commissioner of Education.
Parental Involvement

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

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

Parent(s) or legal guardian(s) shall receive progress reports in the same manner and frequency as those sent to parents or legal guardians of other pupils.

Parent(s) or legal guardian(s) of pupils of limited English proficiency will be offered opportunities for involvement in the development and review of program objectives. An advisory committee on bilingual education shall be formed with the majority being parent(s) or legal guardian(s) of pupils of limited English proficiency.

Graduation

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

Program Plan

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

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

Adopted: 30 March 2015
The Board of Education recognizes the value of physical activity in the development and maintenance of sound physical and mental health. Accordingly, the Board directs the establishment, in accordance with law, and the New Jersey Core Curriculum Content Standards of a program of physical education and the enrollment therein of every pupil in attendance in the schools of this district, insofar as each is physically capable of participation. Each course will provide pupils with a regimen of physical exercise and activity, assist pupils in the development of physical skills and achievements, encourage pupils in a spirit of sharing and cooperation, and instill in pupils a life-long appreciation for physical activity. The successive courses of physical education will be so designed as to provide pupils with exposure to a variety of athletic and physical activities.


Adopted: 30 March 2015
2428.1  STANDARDS-BASED INSTRUCTIONAL PRIORITIES

Standards-Based Instruction

The school district shall implement a coherent curriculum for all pupils, including English language learners (ELLs), gifted and talented pupils, and pupils with disabilities, that is content-rich and aligned to the Core Curriculum Content Standards (CCCS). The curriculum shall guide instruction to ensure every pupil masters the CCCS.

Instruction shall be designed to engage all pupils and modified based on pupil performance. The curriculum shall include: interdisciplinary connections throughout; integration of 21st century skills; a pacing guide; a list of instructional materials including various levels of text at each grade; benchmark assessments; and modifications for special education pupils, English language learners in accordance with N.J.A.C. 6A:15, and gifted pupils.

The school district shall collect and analyze pupil achievement data by subgroups (such as economically disadvantaged, race and ethnicity, pupils with disabilities, English language learners) and make educational decisions based on such data.

The school district shall:

1. Transmit required pupil, faculty, school, and school district data to New Jersey Standards Measurement and Resources for Teaching (NJ SMART), the New Jersey Department of Education's data warehouse, on a schedule and in a form specified by the Department of Education;

2. Use NJ SMART and its data query resources to track pupil progress year-to-year and school-to-school and to identify continuously enrolled pupils by school and school district;

3. Ensure teachers, school administrators, and central office supervisors receive training in NJ SMART and its data query resources;

4. Analyze assessments of pupil progress in relation to curricular benchmarks and the results of State and non-State year-end tests reported by subgroups (such as economically disadvantaged, race and ethnicity, pupils with disabilities, and English language learners).
The school district central office staff shall prepare data on comparative performance for all schools in the district and make them available to the schools. This analysis shall include the following comparisons using State assessment data:

1. Each grade level across all schools within the district;
2. Schools within the district;
3. Comparable districts by district factor groups; and
4. Data with State averages.

The school district shall ensure a free appropriate public education is available to all pupils with disabilities according to the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 et seq., and N.J.A.C. 6A:14.

The school district shall provide English language learners with instructional services pursuant to N.J.A.C. 6A:15 and provide gifted and talented pupils with appropriate instructional services pursuant to N.J.A.C. 6A:8-3.1.

The school district shall provide library-media services that are connected to classroom studies in each school building, including access to computers, district-approved instructional software, appropriate books including novels, anthologies and other reference materials, and supplemental materials that motivate pupils to read in and out of school and to conduct research. The school district will provide these library-media services under the direction of a certified school library media specialist.

Secondary Education Initiatives

The school district shall develop a plan for implementing the secondary education initiatives specified in N.J.A.C. 6A:13-2.2(c) through (e), except that secondary school districts previously subject to N.J.A.C. 6A:10 and 6A:10A shall immediately comply with the secondary education initiatives specified in N.J.A.C. 6A:13-2.2(c) through (e).

The school districts shall:

1. Have a school-level planning team to guide the development and implementation of the secondary education reforms described in N.J.A.C. 6A:13-2.2. A representative group of teachers and administrators shall determine team membership and operating procedures.
2. Provide instructional services, professional development, and other support to assist secondary schools with the implementation of the secondary education initiatives specified in N.J.A.C. 6A:13-2.2.

3. Create personalized learning environments that strengthen relationships among pupils, teachers, staff members, families and the larger community for pupils in grades six through twelve. These personalized learning environments may include:
   a. Small learning communities in free-standing facilities or within larger facilities;
   b. Ninth grade academies where freshman pupils remain together and are provided with a supportive environment to enhance their successful transition to high school;
   c. Pupil support systems where pupils are assigned an adult mentor or team of adults who know(s) them and can support pupil efforts in achieving goals and solving problems;
   d. Academies with a career focus;
   e. Multi-grade academies where pupils at various grade levels may remain with a core group of teachers for multiple years in an academy-type format which may be organized around a particular theme and involve interdisciplinary teaming; or
   f. Other practices for personalizing learning environments that strengthen relationships among pupils, teachers, staff members, families, and the larger community.

The school district shall implement academic coursework aligned to N.J.A.C. 6A:8-5.1 that prepares all pupils for success in postsecondary education and/or careers after graduation, including the development of academic skills integral to success in rigorous high school courses.

Beginning in 2008-2009, all pupils entering grade nine shall complete by the end of their high school education, at a minimum, coursework in language arts literacy, mathematics, and science. These shall include college level preparatory English I, II, III and IV, Algebra I, Lab Biology or the equivalent content taught in an integrated or career-based format, and other coursework as specified in N.J.A.C. 6A:8.
All required courses shall:

1. Be developed, reviewed, evaluated, and revised by a broad cross-section of teachers, content supervisors, and Principals;

2. Satisfy the Core Curriculum Content Standards and indicators in each content area according to the graduation requirements in N.J.A.C. 6A:8-5.1; and

3. Be aligned to the district curriculum which identifies the purpose of instruction, including the essential content to be mastered in each course with interim benchmarks and assessments and final assessments.

Secondary school districts that administer the high school State assessment and in which ten percent or more of their pupils satisfy high school graduation requirements through the Special Review Assessment (SRA) shall submit to the Department of Education by November 15 of the subsequent school year an analysis of all pupils who graduated by means of the SRA in the previous school year. The analysis shall include:

1. The names of high school courses and grades achieved for SRA pupils in language arts literacy, mathematics, and science;

2. The attendance records for SRA pupils for each year of high school;

3. Review of the High School Proficiency Assessment (HSPA) and corresponding Grade Eight Proficiency Assessment (GEPA)/New Jersey Assessment of Skills and Knowledge 8 (NJ ASK8) scores attained by pupils;

4. Review of whether SRA pupils were taught by appropriately certified staff in English, mathematics, and science in grades nine through twelve; and

5. Development of a plan for increasing the proportion of pupils graduating by means of the State high school assessment based on data.

Where applicable, secondary school districts shall collaborate with sending and receiving districts to implement the secondary education initiatives outlined in N.J.A.C. 6A:13-2.2.

The Commissioner shall appoint and consult with an advisory committee composed of educators with experience and knowledge in secondary education to guide the implementation of secondary education reform.

N.J.A.C. 6A:13-2.1; 6A:13-2.2

Adopted: 30 March 2015
2430 EXTRA-CURRICULAR ACTIVITIES

The Board believes that the educational goals and objectives of the district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom program.

The purpose of extra-curricular activities shall be:

A. To develop useful new capabilities in pupils that can lead to extension of career opportunities;

B. To develop pupil initiative and provide for the exercise of responsibility;

C. To develop leadership capabilities and good organizational skills;

D. To aid pupils in the social skills; and

E. To enable pupils to explore a wider range of individual interests than might be available in the regular program.

For purposes of this policy, "extra-curricular activities" shall be those activities that are sponsored or approved by the Board but are not offered for credit toward graduation. Such activities shall generally be conducted outside the regular school day, available to pupils who voluntarily elect to participate, marked by pupil participation in the processes of initiation, planning, organizing and execution and shall ordinarily include band, clubs, dramatic or musical presentations, and intramural and interscholastic sports.

Equal access to school facilities shall be granted to all activities that meet this definition.

The Principal shall prepare procedures to implement an extra-curricular program which shall:

A. Assess the needs and interests of the pupils of each school;

B. Ensure the provision of competent guidance and supervision by staff;

C. Guard against the exploitation of pupils;

D. Provide for a variety of experiences and a diversity of organizational models;
E. Provide for the continuing evaluation of the extra-curricular program and staff; and

F. Ensure that all extra-curricular activities are open to all eligible pupils and that all pupils are fully informed of the opportunities open to them.

The guidance goal for each pupil shall be a balanced program of appropriate academic studies and activities to be determined by the school, the parent(s) or legal guardian(s) and the pupil. Guidance is necessary to encourage non-participants, and to prevent the overenthusiastic from emphasizing activities at the cost of their academic performance.

Only persons in the employ of a Board of Education shall be permitted to organize district pupils during school time or during any recess in the school day for purposes of instruction or coaching or for conducting games, events, or contests in physical education or athletics.

No activity shall be considered to be under the sponsorship of this Board unless it has been approved by the Board on recommendation of the Superintendent. Fund-raising activities of extra-curricular groups must be approved by the Board.

All pupils in good disciplinary and academic standing shall have equal access to all extra-curricular activities regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

Good Disciplinary Standing

Good disciplinary standing shall mean that a pupil is not eligible to participate while serving a detention or suspension. Pupils who serve more than three detentions, suspensions or a combination of the two during one term may be found not eligible to participate the following term.

A. When a pupil already participating in an extra-curricular activity is reported for an infraction of the rules for pupil conduct, the Principal shall appoint a staff committee to consider whether the pupil shall be removed from any or all extra-curricular activities.

B. If a pupil was in bad disciplinary standing the previous term, the Principal shall refer the matter to a staff committee to determine whether the pupil shall be permitted to participate during the current term.

Good Academic Standing

Good academic standing at the beginning of the school year for all grades, seven through twelve, means successful completion of the previous year's requirements, with no failures. In addition, the previous year's requirements are:
A. For grade ten, completion in grade nine of at least one quarter of the credits required to receive a Camden School District State-endorsed high school diploma, with a minimum grade point average of "C";

B. For grade eleven, completion in grade ten of the same requirements as in "A" above;

C. For grade twelve, completion in grade eleven of the same requirements as in "A" above.

Continuing good academic standing requires maintenance of passing grades in all subjects during the current year, and in grade twelve taking enough course credits to complete the high school graduation requirement by the end of the academic year.

A pupil who begins the year not in good academic standing, who maintains a passing grade in every subject and a minimum grade point average of "C" and/or “D”, may request consideration to participate in extra-curricular activities at the beginning of the second semester.

Attendance

The district's attendance policy shall also apply. However, the student must be in attendance during the school day to participate in extra-curricular activities with the exception of an excused absences.

Implementation

The Superintendent shall direct development of detailed regulations to ensure equitable implementation of this policy. Particular care shall be taken to ensure that all extra-curricular programs and their operation comply with district equity requirements. Participation in academically related coaching or tutoring groups may be exempt from the eligibility requirement at the Superintendent's discretion.


Adopted: 30 March 2015
2430.1 STUDENT ORGANIZATIONS/CLUBS

A. Purpose

1. Student organizations and clubs have an important place in the educational program because, when properly organized and operated, they (1) extend and reinforce the instructional program; (2) give students practice in democratic self-government; (3) build student morale and a spirit of positive support for the school; (4) honor outstanding student achievement; and (5) provide wholesome social and recreational activities. As the needs and interests of the student body demand, the number and variety of clubs may change from year to year.

2. Secret societies: Membership in secret fraternities, sororities, and clubs is prohibited throughout the district. The Superintendent shall develop procedures concerning disciplinary actions to be taken for violation of this policy.

3. This policy is designed to provide guidance to the district regarding the authorization of student curricular and non-curricular organizations and clubs as outlined in State law while maintaining a fair opportunity to students who wish to conduct a meeting within a limited open forum without discrimination on the basis of the religious, political, philosophical, or other content of the speech at such meeting.

B. Authorization of Student Organizations/Clubs

The following types of clubs may be organized on the basis of grade level:

1. Grades Kindergarten through five: school clubs

2. Grades six through eight: school and supervised student clubs

3. Grades nine through twelve: school, supervised, and monitored student clubs

C. Definitions

1. "Club" means any student organization that meets outside of the regular classroom hours in a school.
2. "School clubs and organizations, are organized by the school, sponsored by school personnel, composed completely of current student body members, normally hold their meetings at school, have a democratic plan for the selection of members, establish aims which are educational, of school interest or community interest and meet all those conditions set forth in this Policy for recognized school-sponsored organizations. School-sponsored organizations shall be directed by a faculty adviser appointed by the Principal. Such groups include, but are not limited to, the following: Student Council, school band or other musical groups; language clubs; drama clubs; student publications; honor societies; athletic teams, cheerleading squads, etc. They may meet at such times and under such conditions as may be approved by the Principal or his/her designee.

3. "Supervised student club" complies with section C.2., above, but is initiated and organized by students, with the permission of school authorities, and operated under the close supervision of a faculty advisor appointed by the Principal.

4. "Monitored student club" means a club or organization initiated, organized and operated by students, which does not qualify as either a school or supervised student group as identified in sections C.2. or C.3., above. Monitored student clubs shall not be sponsored or administered by the district, any school or any district employee. These groups shall include, but not be limited to, groups established for political, charitable, or religious purposes. Monitored student clubs/organizations shall be permitted to use school facilities if they meet criterions outlined in this Policy. Monitors for religious clubs/organizations shall be volunteer school/district staff members.

D. Application for Authorization of Student Clubs and Organizations

1. Each school shall establish procedures for application for authorization of student clubs and organizations. These procedures may contain deadlines by which applications must be submitted and a minimum number of members which a club must have. These procedures shall contain requirements for a club charter, a proposed club name, proposed name of faculty member to act as sponsor, supervisor, or monitor, and commitment to compliance with applicable rules, policies, and laws.
2. Monitored student clubs/organizations shall have the same right of access to school facilities as is enjoyed by school and supervised student clubs. Members of monitored student clubs/organizations will be permitted to conduct their meetings free from unreasonable restraints, to include prayer service, reading religious material, or other worship exercises, provided said activities do not endanger the safety of students or facilities. Monitored groups will be allowed to meet at times and locations within the school building on the same basis as other student groups/organizations, provided the meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school.

E. Club Charter

1. Students or school staff seeking authorization to establish a club shall prepare a club charter setting forth the name and purposes of the club, describing the types of activities in which club members may be engaged, and establishing limitations upon club activities. Those limitations shall include prohibitions against:
   
a. Action or advocacy of imminent action which violates the law or administrative rule; this prohibition shall not apply to appropriate discussions concerning the changing of laws or rules, or actions taken through appropriate channels or procedures to effectuate such changes;
   
b. Action or advocacy of imminent action involving the harassment or the denigration of any person; and
   
c. Action or advocacy of imminent action with the intent to cause a person to fear to freely exercise or enjoy any right secured by the Constitution or laws of the United States or the State of New Jersey.

2. A school may limit or deny a charter to a club if necessary to:
   
a. Protect the physical, emotional, psychological, or moral well being of students and faculty;
   
b. Maintain order and discipline on school premises; or
   
c. Prevent a material and substantial interference with the orderly conduct of a school’s educational activities.

3. A school shall deny access to any student organization or club whose program or activities would materially and substantially:
a. Encourage criminal or delinquent conduct; and/or
b. Promote bigotry.

4. Approval of a club name may take place separately from that relating to the approval of the club itself. A club name shall:

a. Reasonably reflect the nature, purposes and activities of the club; and
b. Be such that it would not result in undue disruption of school operations, subject students to harassment or persecution, imply that the club would operate in violation of law or rule, or imply inappropriate association with outside organizations or groups.

F. Appeal

A student directly affected by the denial of a club authorization at the school level may appeal in writing within ten days of the denial to the Superintendent. The Superintendent shall issue an opinion in writing either upholding or overturning the denial within thirty days of receiving the appeal. The Superintendent's decision shall be the final administrative decision. The affected student can request that the Board review the request and denial for final disposition within thirty days. The Board will hear the appeal within thirty days and issue a decision within ten days.

G. Club Sponsor

1. Selection and appointment of club sponsors, supervisors, and monitors shall be the responsibility of the Principal. Persons who are not part of the school shall not be allowed access to clubs to direct, conduct, control, or regularly attend club meetings. The sponsor, supervisor, or monitor shall oversee club programs and activities to ensure compliance with the approved club charter and applicable laws and rules. The Principal may cancel the authorization for any club found to be operating out of compliance of the approved charter or laws and rules.

2. Clubs shall not engage in or conduct mental health therapy, counseling or psychological services for which a license would be required by State law.
3. Schools have the authority to decide the following, provided that all clubs of a given type (i.e., supervised or monitored student clubs) are given equal access:

   a. The time and place that a club may meet; and

   b. Club access to the school newspaper, yearbook, bulletin boards, public address system, or any combination of the foregoing.

4. Activities which are contrary to the best interests of the school and reflect on the reputation of the school are forbidden, including:

   a. Initiation and hazing on school grounds or at school-sponsored events; and

   b. Indulging in group functions that violate city and county ordinances, Federal and State statutes.

H. Outside Organizations

1. The Board acknowledges the right of students to belong to any outside organization of their choosing. However, the Board shall not permit students to carry out activities of such organizations in the schools. Students may advertise the activities of such organization only after receiving permission from school authorities.

2. If students who are members of such outside groups do not cooperate in observing the above policy, the school administrator shall take disciplinary measures to enforce it.

I. Parental Consent

A school may require informed, written parental consent prior to a student's attending or joining a club, provided that any such rule shall apply to all clubs of the grade level and type (school, supervised, monitored) in questions.

J. Regulations

The Superintendent shall submit for Board approval any additional regulations required to implement this policy.

Adopted: 30 March 2015
The Board considers all competitive extra-curricular activities - academic, artistic and athletic - an integral part of the total educational program. Competitive activities shall be under the same administration and control as the rest of the school program and closely articulated with it.

Competitive activities can provide pupils with valuable experiences and opportunities. In this district, the emphasis in any competition - intramural or interscholastic - shall be on providing such experiences and opportunities rather than on producing winning teams or providing entertainment. Practice for or performance in any competitive event shall not interfere with the regular educational program.

The Superintendent shall have administrative authority for the conduct of the interscholastic and intramural athletic programs. The school Principal shall exercise executive authority in all matters pertaining to interscholastic and intramural athletics. The programs of athletic competition shall include, but are not limited to, high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, and/or intramural athletic programs within a school or among schools in the district and any cheerleading program or activity in the school district.

The Board shall approve all proposed interscholastic competitions, either as a schedule or as a discrete event, whichever is appropriate. All post season athletic competitions or events (as defined by New Jersey State Interscholastic Athletic Association (NJSIAA) shall be approved by the Board after they are sanctioned by the NJSIAA. The Board must approve membership in any league(s), association(s) and conference(s), and any agreement(s) with other schools for a series of games or events. Contests of any kind between and among the schools of the district shall be approved by the Superintendent.

The Board shall appoint coaches, advisors, volunteers, physicians and other necessary supervisory personnel upon recommendation of the Superintendent.

The Superintendent shall ensure that all coaches, advisors, volunteers, trainers and physicians undergo the required background check and that they are duly certified as prescribed by statute, NJSIAA rules and regulations, and Board policies.

The Superintendent shall also ensure that training programs/regulations are developed for all extra-curricular athletic activities and that all physical facilities involved in any competition in which district schools take part shall be adequate, safe and sanitary.

The Superintendent shall ensure that all Athletic Directors, coaches, advisors, volunteers, Principals and other necessary supervisory personnel are annually in-serviced on and follow all NJSIAA rules and regulations and relevant guidelines.
Public recognition shall be given to participants in academic or artistic competitions in the same measure as to athletic competitors. The district's affirmative action resolution and plan for equity in school and classroom practices shall apply to determining eligibility for competition, approval of each competitive activity in which pupils officially represent the district, and district expenditure to provide facilities and coaches.

Parental Consent

No pupil may participate in a school-sponsored physical activity outside the regular physical education curriculum without a signed consent form from a parent(s) or legal guardian(s) naming the activity and acknowledging that the activity may be hazardous.

Academic Eligibility

Academic standards for eligibility shall be those established by Board Policy.

Attendance Standards

Pupils attending magnet, tuition, or charter schools shall participate in the interscholastic programs and intramural programs of the school corresponding to their bona fide place of residence if their magnet, tuition or charter school doesn't have interscholastic program(s).

Attendance standards shall be those set in Board Policy. In particular, a pupil shall not participate in a performance, exhibition, practice or athletic event unless he/she has been present in school that day or has been absent for an excused reason other than for sickness. The Superintendent shall establish procedures whereby a magnet, tuition, or charter school shall inform the sending school of a pupil's absences.

Intra-District Transfers - Eligibility

Pupils who transfer to another district school as a result of a parent(s) or legal guardian(s) change of residency may be able to immediately participate in interscholastic activities if the change of residency places the pupil in the new school's residence area. See NJSIAA rules and regulations for further information.

The athletic eligibility of pupils who transfer between district schools that does not involve a bona fide change of residence shall be determined by NJSIAA rules and regulations. This type of transfer may involve a DYFS Residential Placement, court order, district administrative decision (e.g. change of residency boundaries, etc.) or "demonstrable hardship." The Board shall grant a pupil permission to participate in interscholastic completion upon written approval from the NJSIAA.
Pupil participation in a program of athletic competition shall be governed by the following eligibility standards:

1. To be eligible for participation in the interscholastic athletic program of a New Jersey State Interscholastic Athletic Association (NJSIAA) member school, all high school pupils must meet, at a minimum, all the eligibility requirements of the Constitution, Bylaws, and Rules and Regulations of the NJSIAA.

Home schooled children are eligible to participate in the high school interscholastic athletic program of this district only if the school district, the parent/guardian, and the home schooled child comply with the Guidelines, Constitution, Bylaws, Rules and Regulations of NJSIAA, and the policies and regulations of the Board of Education.

2. Home schooled children in grades Kindergarten through eight are eligible to participate in school district sponsored programs of athletic competition of this district.

3. A pupil in any grade who fails to observe school rules for pupil conduct may forfeit his/her eligibility for participation in school district sponsored programs of athletic competition.

Notice of the school district’s eligibility requirements shall be available to pupils.

Disciplinary

Disciplinary standards are based on Board Policies. Pupils on disciplinary probation or serving a detention or suspension may not practice, perform or compete. The Superintendent and the Principal shall decide at the end of a probation or suspension whether the pupil may return to practice and competition.

Special Education Pupils

To participate in interscholastic competition, special education pupils must meet the same requirements listed above in conformity with IEPs. The Superintendent shall ensure that staff are aware of and adhere to NJSIAA Rules and Regulations, specifically Article V-Section 5F, entitled, "Handicapped/Classified Students."
Medical Eligibility

All pupils in grades six through twelve participating in intramural or interscholastic athletics must be given a medical examination within 365 days prior to the first practice session, with a health history update if the examination was completed more than sixty days prior to the first practice session of the first sport participated in. The medical examination shall be given at the pupil's medical home. If a pupil does not have a medical home, the school physician shall conduct the medical examination. Examinations shall be made available throughout the school year consistent with the district athletic schedule. The examination shall be documented on the form approved by the Commissioner of Education and include, as a minimum, the components listed in the administrative code. In the event a private physician is used, the medical examination shall not be at the expense of the Board of Education.

The parent(s) or legal guardian(s) shall be sent written notification signed by the examining physician testifying to the pupil's physical fitness to participate in athletics. The reason for the physician's disapproval of the pupil's participation shall be included in the notification. The health findings of the medical examination for participation in athletics shall be made part of the general health examination record.

The Superintendent shall present to the Board for adoption procedures for administration of the required medical examination. The procedures for the medical examination to determine the fitness of a pupil to participate in athletics shall include a form for a medical history to be filled out and returned by a parent(s) or legal guardian(s) and a form to be filled out by the examining physician.

The medical examination to determine the fitness of a pupil to participate in athletics shall include, as a minimum, the following:

A. A medical history questionnaire, completed by the parent(s) or legal guardian(s) of the pupil, to determine if the pupil:

1. Has been medically advised not to participate in any sport, and the reason for such advice;

2. Is under a physician’s care and the reasons for such care;

3. Has experienced loss of consciousness after an injury;
4. Has experienced a fracture or dislocation;
5. Has undergone any surgery;
6. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;
7. Has allergies including hives, asthma and reaction to bee stings;
8. Has experienced frequent chest pains or palpitations;
9. Has a recent history of fatigue and undue tiredness;
10. Has a history of fainting with exercise;
11. Has a history of family members dying suddenly.

B. A physical examination which shall include, as a minimum, no less than:

1. Measurement of weight, height, and blood pressure;
2. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
3. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
4. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum and gross hearing loss;
5. Examination of the nose to assess the presence of deformity which may affect endurance;
6. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
7. Examination of chest contour;
8. Auscultation and percussion of the lungs;
9. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
10. Assessment of the abdomen with attention to the possible presence of heptamegaly, splenomegaly, or abnormal masses;
11. Assessment of the back to determine range of motion and abnormal curvature of the spine;
12. Examination of extremities to determine abnormal mobility or immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
13. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
14. Assessment of physiological maturation; and
15. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

Health Requirements

Good physical condition, freedom from injury, and full recovery from illness are prerequisites to participation in school district sponsored programs of athletic competition. Information concerning a pupil’s HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq.

Pupils enrolled in grades six to twelve must receive a medical examination prior to participation in school-sponsored interscholastic or intramural programs of athletic competition and any cheerleading program or activity.

A medical examination is the assessment of an individual’s health status. The examination shall be conducted within 365 days prior to the first practice session with examinations being conducted at the medical home of the pupil. The “medical home” is defined as a health care provider and that provider’s practice site chosen by the pupil’s parent(s) or legal guardian(s) for the provision of health care. If a pupil does not have a medical home, the school district shall provide this examination at the school physician’s office or other comparably equipped facility. The parent(s) or legal guardian(s) may choose either the school physician or their own private physician to provide this medical examination.
ATHLETIC COMPETITION

The findings of this examination shall be documented on a form that is approved by the Commissioner of Education and shall include: immunizations pursuant to N.J.A.C. 8:57-4.1 through 4.16; medical history including allergies, past serious illnesses, injuries, operations, medications, and current health problems; health screenings including height, weight, hearing, blood pressure, and vision; and physical examinations. A physical examination is the examination of the body by a professional licensed to practice medicine or osteopathy or an advanced practice nurse.

The medical examination shall also include a health history questionnaire completed and signed by the parent or legal guardian. A health history is a record of a person’s past health events provided by the individual, a parent or legal guardian, or health care provider.

The report of health findings of the medical examination for participation shall be documented on the Athletic Preparticipation Physical Examination Form approved by the Commissioner of Education to determine whether the pupil had or currently has any of the health conditions outlined in N.J.A.C. 6A:16-2.2(h)1.ii.(1) since their last physical. The medical examination shall be conducted in accordance with N.J.A.C. 6A:16-2.2 and Regulation 2431.2.

The medical report shall include, at a minimum, normalities as outlined in N.J.A.C. 6A:16-2.2(h)1.ii.(2). The medical report shall be provided to the school physician if the school physician did not conduct the medical examination. The medical report shall indicate whether the pupil is allowed or disallowed to participate in a program of athletic competition and must be completed and signed by the original examining physician, advanced practice nurse, or physician’s assistant. A form that is incomplete shall be returned to the pupil’s medical home for completion. A pupil that does not have a completed Athletic Preparticipation Physical Examination Form shall not be permitted to participate.

INSURANCE

The Board will cover each participant in interscholastic football with insurance coverage as recommended by the current insurance carrier. All other interscholastic activities shall be covered at the recommendation of the insurance advisor and Superintendent.

Parent(s) or legal guardian(s) shall be strongly encouraged to participate in the supplemental pupil accident insurance program offered by the Board.
Good Sportsmanship

The Board believes that instilling habits of good sportsmanship should be one of the primary goals of athletic endeavors and that all district employees should model good behaviors in this area.

It is especially important that the Athletic Director and coaches accept the responsibility for encouraging young athletes to handle themselves in a sportsmanlike way and be models of self-control and dignity for players and spectators. Coaches shall include discussions on courtesy and sportsmanlike behavior as part of pre-game activities. Pupil fans shall be reminded that their conduct reflects on the schools of this district and that poor sportsmanship will be disciplined.

Parent(s) or legal guardian(s) and other adult spectators shall also be encouraged to act as models for young people by demonstrating self-control and dignity at all athletic events.

Unsportsmanlike behavior as exhibited through verbal abuse, rude gestures, taunts, obscenities, thrown objects, etc., shall not be tolerated in pupils, staff or any persons in attendance at district athletic competitions. Discipline may include, but not be limited to, eviction from the competition and prevention from attending further competitions.

The Superintendent shall prepare regulations on good sportsmanship and ensure their dissemination to pupils, parent(s) or legal guardian(s) and the community.

Emergency Procedures

Athletic coaches shall be trained in first aid to include sports-related concussion and head injuries, the use of a defibrillator, the identification of pupil athletes who are injured or disabled in the course of any athletic program or activity, and any other first aid procedures or other health related trainings required by law or the Superintendent.

The Superintendent shall prepare and present to the Board for its approval procedures for the emergency treatment of injuries and disabilities that occur in the course of any athletic program or activity. Emergency procedures shall be reviewed not less than once in each school year and shall be disseminated to appropriate staff members.

N.J.S.A. 2C:21-11
N.J.A.C. 6A:7-1.7; 6A:16-1.4; 6A:16-2 et seq.

Adopted: 30 March 2015
All Camden City residents, up to age nineteen, or age twenty-one for special needs pupils, who are not enrolled in Camden High School or Woodrow Wilson High School, and who desire to participate in the district's sports and/or extra-curricular activities, must adhere to all Board policies (i.e., discipline, attendance, proof of residence, age, grades, behavior, proof of liability insurance) with regard to eligibility for participation.

In order to participate in the fall and winter sports, all eligibility requirements must be completed and satisfied by August 1. The Athletic Directors will be responsible for verifying pupils' eligibility and for submitting this information to the Superintendent or his/her designee. For the spring sports, all eligibility requirements must be completed and satisfied by the end of the second marking period.

Camden City resident pupils, who wish to participate in sports or other extra-curricular activities, must participate at their sending school/school of record.

Adopted: 30 March 2015
POLICY

CAMDEN CITY PUBLIC SCHOOLS

PROGRAM
2431.3/page 1 of 2
Practice and Pre-Season Heat-Acclimation for Interscholastic Athletics

2431.3 PRACTICE AND PRE-SEASON HEAT-ACCLIMATION FOR INTERSCHOLASTIC ATHLETICS

The Board of Education adopts this Policy as a measure to protect the safety, health and welfare of pupils participating in school-sponsored interscholastic athletic programs. The Board believes practice and pre-season heat-acclimation guidelines for student-athletes will minimize injury and enhance the student-athlete's health, performance, and well-being.

For the purposes of this Policy, “practice time,” means the time a player engages in physical activity. Warm-up, stretching, conditioning, weight training, and “cool-down” periods shall be calculated in practice time.

For the purposes of this Policy “walk-through” means practice time where no protective equipment or strenuous activity is permitted and only balls and field markers (cones) may be used.

The first five days of the Board approved pre-season practice shall consist of no more than three hours of practice time. This three-hour practice time during the first five days may be divided into multiple sessions, but total practice time shall not exceed three hours. Full protective gear required for any athletic program may only be worn by student-athletes on the third day of practice and thereafter. Activities during the first two days of practice will be limited to those activities where full protective gear is not needed or required. Protective headgear may be worn on the first two days. Full equipment shall not be worn for any practice that is held before the NJSIAA official start of practice date.

A student-athlete shall not be permitted to participate in a scrimmage for any sport until he/she has completed six complete days of practice.

An athletic team may not practice for more than six consecutive days and one twenty-four hour rest period must be included within a seven-day period. After the fifth day of practice, the maximum allotted time per day for practice shall not exceed five hours. The five-hour practice time may be divided into multiple sessions but total practice time in any day shall not exceed five hours. A five-hour practice day may not be followed by a practice day greater than three hours. Therefore, practice days may follow a 3-5-3-5 format. A minimum of a three-hour recovery period shall be provided after any session of greater than two hours in length and a three-hour recovery period should be provided before a walk-through.
The Superintendent of Schools may reduce the practice times in this Policy in the event the weather and/or temperature warrants such action. This Policy shall be approved by the school district’s physician prior to Board of Education approval.

New Jersey State Interscholastic Athletic Association Pre-Season Heat-Acclimation Guidelines

Adopted: 30 March 2015
2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. In order to ensure the safety of pupils that participate in interscholastic athletics and cheerleading programs, it is imperative that student-athletes, cheerleaders, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete or cheerleader to return to play before recovering from a concussion increases the chance of a more serious brain injury.

Every school district that participates in interscholastic athletics or cheerleading programs is required to adopt a policy concerning the prevention and treatment of sports-related concussions and other head injuries among student-athletes and cheerleaders in accordance with the provisions of N.J.S.A. 18A:40-41.1 et seq. For the purpose of this Policy, “interscholastic athletics” shall be Kindergarten through twelfth grade school-sponsored athletic programs where teams or individuals compete against teams or individuals from other schools or school districts. For the purpose of this Policy, “cheerleading program” shall be Kindergarten through twelfth grade school-sponsored cheerleading programs.

The school district will adopt an Interscholastic Athletic and Cheerleading Head Injury Training Program to be completed by the team or school physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport or cheerleading program, designated school nurses, and other appropriate school district personnel as designated by the Superintendent. This Training Program shall be in accordance with guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.2.

The Principal or designee shall distribute the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form to every student-athlete who participates in interscholastic sports and every cheerleader who participates in a cheerleading program. The Principal or designee shall obtain a signed acknowledgement of the receipt of the Fact Sheet by the student-athlete or cheerleader’s parent and keep on file for future reference.

Prevention of a sports-related concussion and head injuries is an important component of the school district’s program. The school district may require pre-season baseline testing of all student-athletes and cheerleaders before the pupil begins participation in an interscholastic athletic or cheerleading program.
Any student-athlete or cheerleader who exhibits the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall be immediately removed from play and may not return to play that day. Emergency medical assistance shall be contacted when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed. If available when the student-athlete or cheerleader is exhibiting signs or symptoms, the pupil will be evaluated by the school or team physician. The Principal or designee shall contact the pupil’s parent and inform the parent of the suspected sports-related concussion or other head injury.

Possible signs of a concussion can be observed by any school staff member or the school or team physician. Any possible symptoms of a concussion can be reported by the student-athlete or cheerleader to: coaches; licensed athletic trainer; school or team physician; school nurse; and/or parent. The Principal or designee shall provide the student-athlete or cheerleader with Board of Education approved suggestions for management/medical checklist to provide to their parent and physician or other licensed healthcare professional trained in the evaluation and management of sports-related concussions and other head injuries.

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

The pupil’s physician or licensed health care provider must provide to the school district a written medical release/clearance for the pupil indicating when the pupil is able to return to the activity. The medical release/clearance must indicate the student-athlete or cheerleader is asymptomatic at rest and either may return to the interscholastic athletic activity or cheerleading program because the injury was not a concussion or other head injury or may begin the district’s graduated return to competition and practice protocol outlined in Regulation 2431.4. A medical release/clearance not in compliance with this Policy will not be accepted. The medical release/clearance must be reviewed and approved by the school or team physician.
The school district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy in the 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 the school district’s Policy and Regulation 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries.

For the purposes 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.

This Policy and Regulation shall be reviewed and approved by the school physician and shall be reviewed annually, and updated as necessary, to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussion and other head injuries.


Adopted: 30 March 2015
2432 SCHOOL SPONSORED PUBLICATIONS

The Superintendent shall direct development of handbooks or newsletters addressed to the general community including staff, parent(s) or legal guardian(s) and taxpayers and shall approve the format of any radio or television program developed in the schools for broadcast to the public.

N.J.S.A. 2C:34-3

Adopted: 30 March 2015
NJSIAA Random Testing for Interscholastic Athletics

The Board of Education recognizes the use of harmful performance enhancing substances seriously threatens the health, safety, and welfare of student-athletes that participate in interscholastic athletics. This district’s secondary school is a member of the New Jersey State Interscholastic Athletic Association (NJSIAA). It is a violation of NJSIAA’s sportsmanship rule for any student-athlete to possess, ingest, or otherwise use any substance on NJSIAA’s list of banned substances, without written prescription by a fully licensed physician, recognized by the American Medical Association, to treat a specific medical condition. Therefore, NJSIAA, in accordance with Executive Order 72, will test a random selection of student-athletes who have qualified, as individuals or as members of a team, for NJSIAA sanctioned State championship competition.

The list of banned substances, for the purposes of this Policy, shall be prepared and published by NJSIAA. Before participating in interscholastic sports, the student-athlete and their parent or guardian shall consent to random testing in accordance with NJSIAA’s Steroid Testing Policy by completing and submitting to the school district NJSIAA’s Consent To Random Testing Form. NJSIAA’s list of banned substances shall be attached to the consent form and the consent form must be signed each school year. The failure to sign the consent form shall render the student-athlete ineligible to participate in all interscholastic sports until the form is signed. The signed Consent To Random Testing Forms shall be maintained in the Principal’s office.

Student-athletes will be selected to be tested on a random basis from all athletes participating in championship competition in accordance with NJSIAA procedures. The test will analyze a urine sample. The methodology for taking and handling samples shall be in accordance with current legal standards and tests shall be administered by a certified laboratory designated by NJSIAA. No test shall be considered a positive result unless the approved laboratory reports a positive result and NJSIAA’s medical review officer confirms there was no medical reason for the positive result. The sample will be split when taken and shall be available in the event of an appeal. A positive test result may be appealed in accordance with NJSIAA’s appeal procedures. Results of all tests shall be considered confidential and shall only be disclosed to the individual, his or her parent(s) or legal guardian(s), and his or her school.
It is NJSIAA’s Policy that any person who tests positive in an NJSIAA administered test, or any person who refuses to provide a testing sample when identified, or any person who reports his or her own violation, shall immediately forfeit his or her eligibility to participate in NJSIAA competition for a period of one year from the date of the test. Any such person shall also forfeit any individual honor earned while in violation. No person who tests positive, refuses to provide a sample, or who reports his or own violation shall resume eligibility until he or she has undergone counseling and produced a negative test result. NJSIAA’s Policy shall not prevent the school district from disciplining a pupil for violating the district’s substance abuse policies or practices and a violation of a school district’s testing program will not be reported to NJSIAA.

NJSIAA’s Executive Committee shall annually compile and report the results of the Steroid Testing Policy and determine whether the Policy shall be renewed or discontinued.

New Jersey Executive Order 72, signed December 20, 2005

Adopted: 30 March 2015
The Board of Education believes that preschool educational experiences contribute to later academic success for all children. Therefore, within the limits of the budget and as required by law, the Superintendent shall recommend to the Board for approval programs designed for district children under the age required for regular admission. Programs shall address the needs of children who have been identified as requiring special education, as well as of those who have not been so identified.

The preschool curriculum shall consist of developmentally appropriate experiences that provide each child with individual opportunities to develop positive self-esteem, social/emotional growth, language skills, motor development and conceptual skill development.

All preschool programs sponsored by the Board shall be consistent with the overall philosophy of the school district and aligned with the Core Curriculum Content Standards. They shall be coordinated with other relevant district programs such as special education and Title I and articulated with the Kindergarten through twelve curriculum.

Proof of immunizations against communicable diseases and examinations shall be in accord with requirements for preschool, Kindergarten and first grade admission.

The Board of Education shall ensure that the preschool program:

A. Maintains classroom enrollments of no more than eighteen children with one certified teacher and one appropriately qualified assistant;

B. Is developmentally appropriate to the age and skill level of the young child;

C. Is designed to meet the New Jersey Preschool Teaching and Learning Standards of Quality, the New Jersey Preschool Program Implementation Guidelines and the New Jersey Core Curriculum Content Standards;

D. Includes transition activities, programs, and services between preschool programs and Kindergarten programs;

E. Coordinates with all other relevant school district programs, for example, special education and bilingual education; and

F. Includes an annual program evaluation.
The preschool programs and curricula shall be based on pupil needs, strengths and interests that focus on all aspects of development: cognitive, social, emotional and physical. Curriculum and assessment strategies and/or resources shall be developmentally appropriate and include performance-based assessment measures.

The Board shall ensure that instructional methods and/or strategies are congruent with the cognitive, social, emotional and physical skills of the young child. Instruction shall balance teacher-directed and child-initiated experiences.

The Board shall provide professional development and training specific to preschool education for all early childhood education administrators, teachers and teacher assistants.

The preschool program may be offered within a mixed delivery system that includes in-district, private provider and local Head Start agency settings provided that the private provider and/or local Head Start agency program(s) with which the district Board of Education contracts complies with the school district's program requirements, including the employment of appropriately licensed and qualified teaching staff.

The preschool program shall include parent education activities in the preschool program with specific strategies identified that assist parent(s) or legal guardian(s) in remaining actively involved in their child's education throughout their school years.

Community health and social service agencies shall be included in the planning, operations and, if appropriate, the fiscal support of the preschool program.

The Board shall designate the Superintendent or designee to oversee the preschool program. He/she shall ensure adherence to all applicable laws and regulations in pursuing funding at the Federal and State levels, as well as from private sources.

Adopted: 30 March 2015
2440 SUMMER SESSION

The Board of Education may conduct a summer session. A summer session must be approved by the Board of Education and the Executive County Superintendent of Schools and may include:

1. Remedial courses for pupils who wish to retake a course or subject previously taken and for which credits or placement may be awarded upon successful completion;

2. Advanced courses for pupils who wish to take a course or subject not previously taken in an approved school district program and for which additional credits or advanced placement may be awarded upon successful completion of the course; and

3. Enrichment courses for pupils who wish to take a course or subject of a vocational interest and for which no credits are to be awarded.

The Superintendent of Schools will develop a summer session program and submit the proposed program to the Board for approval. The proposed program shall include the details of the summer session including, but not limited to, a list of the courses or programs offered, the hours of operation, the school(s) where the summer session(s) will be operating, any tuition fees to be charged in accordance with the provisions of N.J.A.C. 6A:32-10.3, and projected cost of operation.

A pupil will be enrolled in a remedial course only on the written recommendation of the Principal of the school the pupil regularly attends. The recommendation shall state the name of the subject(s) which the pupil may take and the purpose for which each subject is taken. A pupil previously retained at grade level may be promoted on successful completion of a required remedial course, but no pupil shall be required to attend the summer session.

In accordance with the provisions of N.J.A.C. 6A:32-10.3, tuition may be charged to nonresident pupils enrolled in a summer session course and to resident pupils enrolled in enrichment courses which carry no credit and are determined by the Executive County Superintendent to have no direct relationship to the curriculum. Tuition may be charged to pupils domiciled within the district for enrollment in remedial or advanced courses in accordance with the provisions of N.J.S.A. 18A:11-15.
The Superintendent shall develop regulations for the summer session that include provisions for appropriate planning, proper staffing, pupil assignments, pupil evaluation, pupil records, award of credit, grade placement, and the utilization of facilities. Such regulations for the operation of the summer session shall be consistent with rules of the State Board of Education and Board policies. The operation of the summer session shall not conflict in any way with the administration of the regular school sessions of this district.

N.J.A.C. 6A:32-10.1; 6A:32-10.2; 6A:32-10.3; 6A:32-10.4; 6A:32-10.5

Adopted: 30 March 2015
2451 ADULT HIGH SCHOOL

The Board will establish an adult evening high school for district residents eighteen years of age or over. The Board shall adopt graduation requirements equivalent to those of the day school that shall include passing Statewide assessment tests. Limited English Proficient (LEP) pupils may satisfy a special review assessment in lieu of passing the High School Proficiency Assessment (HSPA). All courses shall be adopted by the Board and shall include standards of proficiency.


Adopted: 30 March 2015
2460 SPECIAL EDUCATION

The Camden City Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

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

2. Homeless pupils are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

3. Pupils with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

5. To the maximum extent appropriate, pupils with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

6. Pupils with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All pupils with disabilities will participate in State-wide assessments or the applicable Dynamic Learning Maps (DLMs) in grades three, four, five, six, seven, eight, and eleven in accordance with their assigned grade level.

7. Pupils with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, when appropriate.

8. A free appropriate public education is available to all pupils with disabilities between the ages of three and twenty-one, including pupils with disabilities who have been suspended or expelled from school:
a. The obligation to make a free, appropriate public education available to each eligible pupil begins no later than the pupil’s third birthday and that an individualized education program (IEP) is in effect for the pupil by that date;

b. If a child’s third birthday occurs during the summer, the child’s IEP Team shall determine the date when services under the IEP will begin;

c. A free appropriate public education is available to any pupil with a disability who is eligible for special education and related services, even though the pupil is advancing from grade to grade;

d. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are based on the pupil’s unique needs and not on the pupil’s disability; and

e. The services and placement needed by each pupil with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the pupil’s home as possible and, when the IEP does not describe specific restrictions, the pupil is educated in the school he or she would attend if not a pupil with a disability.

9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

10. Full educational opportunity to all pupils with disabilities is provided.

11. The compilation, maintenance, access to, and confidentiality of pupil records are in accordance with N.J.A.C. 6A:32-7.

12. Provision is made for the participation of pupils with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

13. Pupils with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.
14. All personnel serving pupils with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

15. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:

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

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

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

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

   e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.

16. Instructional material will be provided to blind or print-disabled pupils in a timely manner.

17. For pupils with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent(s) to apply for such services.
18. The school district will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.

19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each pupil’s IEP.

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.
20 USC §1400 et seq.
34 C.F.R. §300 et seq.

Adopted: 30 March 2015
2464 GIFTED AND TALENTED PUPILS

The Superintendent shall develop and the Board shall approve criteria for identifying all gifted and talented pupils in Kindergarten through grade twelve. Gifted and talented pupils shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the Core Curriculum Content Standards. Programs shall provide educational challenges to pupils identified as gifted and talented and shall be reviewed annually.

Such programs shall be designed in terms of the individual learning styles of each pupil as well as the capacity of a gifted pupil to create concepts, respond to stimuli in a unique and creative manner, develop higher levels of thinking and influence the behavior of others.

"Gifted and talented pupils" shall mean those exceptionally able pupils who possess or demonstrate higher levels of ability in one or more content areas, when compared to their chronological peers in the local district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.

Because early discovery of a gift or talent is important, it is essential that the identification of these pupils be carried on as a continuing process, since special abilities and skills appear at different times in the development of many children.

The Superintendent shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented pupils indicating content, process, products, and learning environment.

He/she shall devise indicators of achievement to evaluate success of each program presented to the Board for adoption.

N.J.A.C. 6:37-1.1; 6A:8-1.3; 6A:8-3.1(a)5.
P.L. 108-382, Sec. 10201 et seq.

Adopted: 30 March 2015
2466 NEEDLESS PUBLIC LABELING OF PUPILS WITH DISABILITIES

The Board of Education guarantees the privacy provided by law that no pupil with a disability be labeled publicly. Therefore, any reference to a pupil with a disability brought to the attention of the Board and/or any other potential public reference to a pupil with a disability will be through the use of a district-developed method of coding that would ensure a pupil’s name or other labeling would not identify the pupil as a pupil with a disability. Examples where public labeling of pupils with disabilities shall be avoided include, but are not limited to, Board meeting agenda information, public address announcements, building/classroom signs, public school documents, and/or any other school publication identifying a pupil with a disability or class/program of pupils with disabilities.

Special education classes shall be referred to publicly by the name of the teacher or other class indicator that does not identify the class as special education. This applies to schedules, class lists, transportation lists, public address announcements, and any other form of communication that has any potential for any exposure other than for the use by appropriately authorized school staff.

Exceptions to the prohibition of public labeling of pupils with disabilities may be made upon consent of the pupil’s parent(s) or legal guardian(s).

All pupil records shall be maintained strictly in accordance with N.J.A.C. 6A:32-7.1 et seq.

Adopted: 30 March 2015
2467 SURROGATE PARENTS AND FOSTER PARENTS

Federal and State laws require the Board ensure the rights of a pupil are protected through the provision of an individual to act as surrogate for the parent(s) and assume all parental rights under N.J.A.C. 6A:14-2.2 when:

1. The parent (as defined according to N.J.A.C. 6A:14-1.3) cannot be identified or located after reasonable efforts;

2. An agency of the State of New Jersey has guardianship of the pupil and that agency has not taken steps to appoint a surrogate parent for the pupil;

3. The pupil is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the pupil;

4. No parent can be identified for the pupil in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the pupil’s parent, and no State agency has taken steps to appoint a surrogate parent for the pupil; and

5. The pupil is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the pupil.

Qualifications and Selection

The district will make reasonable efforts to appoint a surrogate parent within thirty days of its determination that a surrogate parent is required for a pupil. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such a pupil.

The person serving as a surrogate parent:

1. Shall have no interest that conflicts with those of the pupil he/she represents;

2. Shall possess the knowledge and skills that ensure adequate representation of the pupil;

3. Shall not be replaced without cause;
4. Shall be at least eighteen years of age;

5. Shall have a criminal history review in accordance with N.J.S.A. 18A:6-7.1 completed prior to his or her serving as the surrogate parent, if the school district compensates the surrogate parent for such services; and

6. Shall not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

The Director of Special Services or the Nursing Services Supervisor will determine whether there is a need for a surrogate parent for a pupil, contact any State agency that is involved with the pupil to determine whether the State has a surrogate parent appointed for the pupil, and will make reasonable efforts to appoint a surrogate parent for the pupil within thirty days of determining that there is a need for a surrogate parent for the pupil.

When a pupil (who is or may be a pupil with a disability) is in the care of a foster parent residing in this district, and the foster parent is not the parent of the pupil as defined in N.J.A.C. 6A:14-1.3, the Director of Special Services or the Nursing Services Supervisor shall contact the pupil's case manager at the Division of Youth and Family Services (DYFS) in the Department of Human Services to determine whether the parent(s) retains the right to make educational decisions and to determine the whereabouts of the parent(s).

If the parent(s) retains the right to make educational decisions and the parent's whereabouts are known to the school district, the Director of Special Services or the Nursing Services Supervisor shall obtain all required consent from and provide written notices to the parent(s).

If the district cannot ascertain the whereabouts of the parent(s), the Director of Special Services or the Nursing Services Supervisor shall consult with the pupil's case manager at DYFS to assist in identifying an individual, including the foster parent, who may serve as a surrogate. If there is no foster parent, or if the foster parent is unwilling to serve as the pupil’s parent pursuant to N.J.A.C. 6A:14-1.3, the Director of Special Services or the Nursing Services Supervisor shall consult with the pupil’s case manager at DYFS to assist in identifying an individual to serve as a surrogate parent and the Director of Special Services or the Nursing Services Supervisor shall appoint a surrogate parent and obtain all required consent from and provide written notices to the surrogate parent.
Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the pupil. The Director of Special Services or the Nursing Services Supervisor shall coordinate the training for surrogate parents. The training will include, but not be limited to:

1. Providing the surrogate parent a copy of:
   a. Parental Rights in Special Education booklet;
   b. N.J.A.C. 6A:14;
   c. The Special Education Process;
   d. Code Training Materials from the Department of Education website; and
   e. Other relevant materials.

2. Providing the surrogate parent an opportunity to meet with the Director of Special Services or the Nursing Services Supervisor to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Director of Special Services or the Nursing Services Supervisor shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;

3. Providing the surrogate parent adequate time to become familiar with the pupil and the nature of the pupil’s disability through a review of the pupil’s record;

4. Providing the surrogate parent an opportunity to confer with the pupil’s case manager to discuss the pupil; and

5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the pupil.

Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

N.J.A.C. 6A:14-2.2

Adopted: 30 March 2015
2468 INDEPENDENT EDUCATIONAL EVALUATIONS

Special education law permits a parent to request an independent educational evaluation (IEE) for their child if there is disagreement with any evaluation provided by the Board of Education. An “independent educational evaluation” is an evaluation conducted by a qualified examiner who is not an employee of the public school district responsible for the education of the child in question. Such IEEs shall be provided at no cost to the parent unless the school district initiates a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. If it is determined the school district’s evaluation is appropriate, the parent still has the right to an IEE, but not at the school district’s expense.

Upon receipt of a parental request for an IEE, the school district shall provide the parent with information about where an IEE may be obtained and the criteria for IEEs according to N.J.A.C. 6A:14-2.5(c)3 and (c)4 and the additional criteria outlined below in this Policy:

1. Any IEE paid for with public funds shall:
   a. Be conducted according to the provisions of N.J.A.C. 6A:14-3.4; and
   b. Be obtained from another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required.

2. An independent medical evaluation may be obtained according to N.J.A.C. 6A:14-5.1(e).

Additional criteria for an IEE shall be as follows:

1. The Board will not pay for an IEE unless it complies with the following criteria unless the parent can show that unique circumstances warrant deviation from same:
   a. The independent evaluator must be appropriately certified and/or licensed in the State of New Jersey. In instances where no applicable certification/license exists, the evaluator must provide the Board with documentation of extensive and recent training and experience related to the assessment of the known or suspected disability;
Independent Educational Evaluations

b. The independent evaluator may only charge fees for educational evaluation services that, in the judgment of the Board, are reasonable in accordance with 2. below;

c. The independent evaluator must be free from any conflict of interest;

d. The independent evaluator and members of the Child Study Team must be permitted to directly communicate and share information with each other. The independent evaluator must also agree to release the assessment information, results, and report(s) to the school district prior to receipt of payment for services;

e. For any independent evaluation, whether paid for with public or private funds, the school district shall permit the evaluator to observe the pupil in the classroom or other educational setting, as applicable; and

f. The independent evaluator shall make at least one contact with the pupil’s case manager for the purpose of determining how the pupil is progressing in his/her current programming.

2. The maximum allowable cost for an independent evaluation will be limited to the reasonable and customary rate, as determined and approved by the Board annually. This rate shall be in the range of what it would cost the Board to provide the same type of assessment through either another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required. This Board-approved rate shall be provided to the parent upon their request for an IEE. The Board shall not be responsible for any costs beyond the IEE, such as transportation, lodging, food, etc.

a. The parent may provide documentation to the Board demonstrating unique circumstances to justify an IEE that exceeds the maximum allowable cost established by the Board. If, in the Board’s judgment, there is no justification for the excess cost, the Board may agree to fund the IEE up to the school district’s maximum allowable cost with the parent responsible for any remaining costs. In the alternative, the Board may request a due process hearing to enforce its established maximum allowable cost.
Upon receipt of a parental request for an IEE, the school district shall take steps to ensure the IEE is provided without undue delay or not later than twenty calendar days after receipt of the parental request, the school district shall request a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate.

If a parent requests an IEE, the school district may ask the parent to explain why he or she objects to the school district's evaluation. However, the school district shall not require such an explanation and shall not delay either providing the IEE or initiating a due process hearing to defend the school district's evaluation.

Any IEE submitted to the district, including an IEE obtained by the parent at private expense, shall be considered in making decisions regarding special education and related services.

If an Administrative Law Judge orders that an IEE be conducted, the IEE shall be obtained by the district in accordance with the decision or Order of the Administrative Law Judge, and the Board of Education shall pay the cost of the IEE in accordance with the provisions of this Policy.

A parent is entitled to only one IEE paid for by the Board each time the school district conducts an evaluation with which the parent disagrees.

N.J.A.C. 6A:14-2.5; 6A:14-2.7
CFR Section 300.502

Adopted: 30 March 2015
The Board of Education may operate an alternative education program in accordance with the requirements of N.J.A.C. 6A:16-9.1. The program shall be approved by the Commissioner of Education and shall be separate and distinct from the already existing programs operated by the Board.

An alternative education program will fulfill the program criteria for both a high school and middle school program as outlined in N.J.A.C. 6A:16-9.2. A program will have a maximum pupil-teacher ratio of 12:1 for high school programs and 10:1 for middle school programs. An Individualized Program Plan (IPP) shall be developed for each general education pupil enrolled in the program in accordance with N.J.A.C. 6A:16-9.2(a)3. For a pupil with a disability, the alternative education program shall be consistent with the pupil's Individualized Education Program (IEP), pursuant to N.J.A.C. 6A:14, Special Education.

Individualized instruction to all pupils shall address the Core Curriculum Content Standards. Academic instruction sufficient to fulfill graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, shall be provided to high school pupils. Comprehensive support services and programs shall address each pupil's health, social, and emotional development and behavior. Instructional staff in an alternative education program shall be appropriately certified.

Pupils in the alternative education program shall comply with attendance policies, pursuant to N.J.A.C. 6A:16-7.8 and 6A:32-8.3. Case management services including, but not limited to, monitoring and evaluating pupil progress and coordinating instructional and support services shall be provided as required in N.J.A.C. 6A:16-9.2(a)10. Services to facilitate the transition of pupils returning to the general or special education program from the alternative education program shall be provided. A minimum pupil enrollment period of not less than two complete marking periods shall be required pursuant to N.J.A.C. 6A:16-9.2(a)12.

Pupil placement in an alternative education program shall be made pursuant to N.J.A.C. 16A:9.3(a). If the district places a pupil in an alternative education program operated by another district Board of Education, pursuant to N.J.A.C. 6A:16-9.1(a), or another approved agency, pursuant to N.J.A.C. 6A:16-9.1(b), the sending school district shall be responsible for ensuring compliance with the requirements of N.J.A.C. 6A:16-9.

Decisions regarding continued placement in an alternative education program or a change to a pupil's placement shall be made for general education pupils in accordance with N.J.A.C. 6A:16-9.3(c)1 and for pupils with disabilities in accordance with N.J.A.C. 6A:16-9.3(c)2.


Adopted: 30 March 2015
The Board of Education shall provide instructional services to an enrolled general education student at the student’s home or other suitable out-of-school setting under the following conditions:

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

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

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

The school district in which a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The district shall provide services no later than five school days after the student has left the general education program.

The services to be provided shall meet the minimum standards as required in N.J.A.C. 6A:16-10.2(d).

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

The instruction shall meet the Core Curriculum Content Standards and the Board of Education’s requirements for promotion and graduation.
If instruction is delivered in the student’s home, a parent or other adult twenty-one years of age or older who has been designated by the parent shall be present during all periods of home instruction.

N.J.A.C. 6A:16-10.2

Adopted: 30 March 2015
The Board of Education shall approve all textbooks used in the educational program of this district. "Textbook" means the principal source of instructional material for any given course of study, in whatever form the material may be presented, which is available or distributed to every pupil enrolled in the course of study.

The Board shall consider for approval only those textbooks that have been selected and recommended by the Superintendent.

In considering the approval of any proposed textbooks, the Board will weigh its value as a learning tool; its suitability for the maturity level and educational accomplishment of the pupils who will be using the book; its freedom from bias; its relationship to a course of study adopted by the Board; its relationship to a continuous multigrade program; its impact on community standards of taste; the manner by which it was selected; and its cost, appearance, and durability.

The Superintendent shall develop regulations for the selection of textbooks that include effective consultation with professional staff members at all appropriate levels.

Textbooks currently in use shall be periodically evaluated for their continuing usefulness and relevance and shall be replaced or updated with new editions as often as necessary to meet the needs of pupils and the curriculum.

A list of all approved textbooks shall be maintained and revised annually by the Superintendent and made available for the use of the professional staff and for the information of members of the Board and the public.


Adopted: 30 March 2015
2520 INSTRUCTIONAL SUPPLIES

The Board believes that personnel and materials appropriate to the needs of the school program must be available to each pupil and teacher.

To be in compliance with the requirements of Federal law, the Board of Education directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence of such materials is ensured among the schools. Staff assignments shall comply with this directive.

When a school fails to achieve adequate yearly progress as defined by the State for two consecutive years, all provisions in Federal law shall be followed.

The Board will endeavor to provide the supportive resources and personnel necessary for teachers to implement the approved curriculum in their classrooms and work effectively with children.

It will be the administration's responsibility to set up and maintain such central services for curriculum materials, including audiovisual materials, as are needed, and appropriate channels through which teachers and pupils will be supplied with these resources.

In addition, there will be a media resource center and media specialist to offer children instruction and teachers assistance in selecting and using learning resources.

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

Adopted: 30 March 2015
2531  USE OF COPYRIGHTED MATERIALS

The Board of Education encourages teaching staff members to make judicious use of appropriate printed materials, sound recording, televised programs, and computer software in the curriculum but recognizes that Federal law, applicable to public school districts, protects the originators of those materials from the unauthorized use of their copyrighted works. The Board expressly forbids the use of school equipment for the illegal reproduction of copyrighted materials.

In order to define the fair and reasonable use that teaching staff members may make of copyrighted works for educational purposes without the permission of the copyright owner and to reduce the risk of copyright infringement, the Board directs the Superintendent to promulgate regulations regarding the copying and distribution of copyrighted materials for instructional purposes.

Computer software may be reproduced only for archival purposes or when copying is an essential step in the utilization of the program. Computer software should be purchased in sufficient quantity to permit its classroom use without simultaneous loading. Where appropriate, the Superintendent shall seek a licensing agreement with the software publisher that permits the reproduction of software, the simultaneous use of software, and the purchase of multiple copies of software at discount prices.

Pupils and staff members shall be instructed that copyright infringement is a form of theft. A pupil or staff member who reproduces or uses copyrighted material in violation of this policy will be subject to discipline.

17 U.S.C. 101 et seq.

Adopted: 30 March 2015
2551 MUSICAL INSTRUMENTS

The Board of Education will purchase and maintain a supply of musical instruments for pupils enrolled in the instrumental music program.

In general, pupils are encouraged to purchase their own musical instruments. District-owned instruments will be available to those pupils for whom the purchase of a musical instrument would impose a difficult financial burden.

District-owned instruments will be available to pupils, in the order in which requests are made, until the supply is exhausted. If necessary, instruments will be redistributed among schools to satisfy the demand.

Instruments will be loaned only to those pupils whose parent(s) or legal guardian(s) has agreed in writing to assure the safe return of the instrument and to bear the cost of necessary repairs.

No fee will be charged for the loan of district-owned musical instruments.

Adopted: 30 March 2015
POLICY

CAMDEN CITY
PUBLIC SCHOOLS

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Live Animals in School

2560 LIVE ANIMALS IN SCHOOL

The Board of Education recognizes the appropriate use of live animals as instructional resources can enrich the educational program. The observation and nurture of live animals can help children learn specific biological and behavioral principles and gain respect for all living things.

A staff member who uses live animals shall observe proper precautions for the safety of pupils and the animals. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.

Any animal used in school must have been lawfully acquired in accordance with applicable State law and local ordinance. An animal susceptible to rabies must have been vaccinated against rabies and proof of such vaccination must be included with the request to bring a live animal into the school submitted to the Principal or designee before a live animal is brought onto school grounds or into a school building. No animal shall be permitted in any area of the school where a pupil who is allergic to the animal might be exposed to the animal.

A teacher or other qualified adult must assume primary responsibility for the animal, its nourishment, and its sanitary living conditions. The staff member in charge must make proper arrangements for the animal's care and feeding over weekends, holidays, and school vacation periods.

No experiment that deprives a living animal of nourishment or exposes the animal to harm shall be conducted.

A pupil in Kindergarten through grade twelve may refuse to dissect, vivisect, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. In the event the school program will require any such activities, the school will notify the pupil and parent(s) or legal guardian(s) at the beginning of each school year of the right to decline participation in such activities. Within two weeks of the receipt of the notice from the school, the parent(s) or legal guardian(s) shall notify the school if the right to decline participation in such activities will be exercised. Any pupil who chooses to refrain from participation in or observation of such activities shall be offered an alternative education project for the purpose of providing the pupil with the factual knowledge, information, or experience required by the course of study. A pupil may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal or animal part(s). A pupil shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.


Adopted: 30 March 2015
2610 EDUCATIONAL PROGRAM EVALUATION

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

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

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

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

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

Adopted: 30 March 2015
The Commissioner of Education shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the Core Curriculum Content Standards in accordance with the provisions of N.J.A.C. 6A:8-4.1 et seq. The Board of Education is required to administer the applicable Statewide assessments according to the schedule prescribed by the Commissioner.

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

The New Jersey Department of Education, pursuant to State law and regulations, requires all students to take State assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.

Statewide Assessment System

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

Test Administration Procedures and Security Measures

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

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

Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.2. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below established levels of student proficiency in any content area either on Statewide or local assessments. All students are expected to demonstrate the knowledge and skills of the Core Curriculum Content Standards as measured by the Statewide assessment system.

Public Reporting

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

Parental Notification

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

Student Accommodations/Modifications

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

N.J.S.A. 18A:7C-1
N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7; 6A:14-4.10

Adopted: 30 March 2015
The Board of Education recognizes that a system of measuring, recording, and reporting the achievements of individual pupils is important to the continuing process of learning. The Board, therefore, directs the instructional program of this school district include a system of grading that measures progress toward the New Jersey Core Curriculum Content Standards and the educational goals of the district.

Pupils shall be informed at the outset of any course of study of the behaviors and achievements that are expected of them and shall be kept informed of their progress during the course of study. As a rule, grading should reward pupils for positive efforts and minimize failure, and pupils should be encouraged to evaluate their own achievements.

The Superintendent shall develop and continually review in consultation with teaching staff members, parent(s) or legal guardian(s), and pupils, a grading program appropriate to the course of study and maturity of pupils. The final decision on any contested grade will be the responsibility of the Principal. A pupil classified as disabled will be graded in accordance with his/her Individualized Educational Program (IEP) or the Section 504 Plan.

Incompletes

When a pupil does not complete work missed for excused absences or other reasons, he/she will receive an "incomplete" for the marking period. Pupils will be given twenty school days following the end of the marking period to make up the missed work.

If work critical to the pupil's understanding of the subject is not made up by the end of the next marking period, the grade for that subject area may be an "F."

If work is missing during the final marking period of the school year, the grade will be left to the discretion of the teacher. The teacher who has given an incomplete is responsible for reporting to the pupil the work he/she has missed and citing the consequences mentioned above.

Adopted: 30 March 2015
The Board of Education and Superintendent of Schools will work with the New Jersey Department of Education to comply with the requirements of the New Jersey Quality Single Accountability Continuum (QSAC) system in accordance with the provisions of N.J.A.C. 6A:30-1.1 et seq. QSAC is the New Jersey Department of Education monitoring and evaluating system for public school districts. Public school districts in New Jersey are evaluated in five key component areas of school effectiveness – instruction and program, personnel, fiscal management, operations, and governance – to determine the extent to which the school district is providing a thorough and efficient education.

Weighted quality performance indicators established by the Department of Education shall be used by the Commissioner of Education to assess school district performance and capacity during the comprehensive reviews pursuant to N.J.A.C. 6A:30-3.1 through 3.4, the in-depth evaluation pursuant to N.J.A.C. 6A:30-5.3, and monitoring of an approved QSAC district improvement plan pursuant to N.J.A.C. 6A:30-5.6. The weighted quality performance indicators shall also be used by the Commissioner in determining whether to initiate intervention activities pursuant to N.J.A.C. 6A:30-6.2, withdrawal from intervention pursuant to N.J.A.C. 6A:30-7.1, and initial placement of Level II, Level III, and State-Operated School Districts on the performance continuum pursuant to N.J.A.C. 6A:30-8.3.

The Commissioner shall conduct a comprehensive review of each public school district every three years. In the intervening years, the Commissioner shall assess the school district’s performance to determine whether conditions exist in the school district that significantly and negatively impact the educational program or operations of the school district.

The Superintendent shall be responsible for completing the District Performance Review in accordance with the requirements as outlined in N.J.A.C. 6A:30-3.2. The District Performance Review and a Statement of Assurance prepared in accordance with N.J.A.C. 6A:30-3.2(e) shall be approved by the Board of Education by resolution and submitted to the Executive County Superintendent of Schools in accordance with the provisions of N.J.A.C. 6A:30-3.2(f) and (g). The district’s District Performance Review and the Statement of Assurance will be reviewed and evaluated in accordance with the requirements of N.J.A.C. 6A:30-3.3. The Commissioner shall issue a final determination of the school district’s performance and initial placement on the performance continuum in accordance with N.J.A.C. 6A:30-4.1.
The district will be required to commence improvement activities as set forth in N.J.A.C. 6A:30-5.3 through 5.7 in the event it satisfies less than eighty percent of the weighted quality performance indicators in one or more key components of school district effectiveness. Where appropriate, pursuant to the factors as outlined in N.J.A.C. 6A:30-6.2, the Commissioner may seek forms of partial or full intervention in a school district as outlined in N.J.A.C. 6A:30-6.1 et seq. Withdrawal from partial or full State intervention shall be in accordance with the provisions of N.J.A.C. 6A:30-7 et seq.

No provision of N.J.A.C. 6A:30 – Evaluation of the Performance of School Districts, shall limit the ability of the Department to monitor public school districts’ practices by, among other things, conducting on-site visits to observe instructional practices and school facilities or take other such action as in the judgment of the Commissioner or his/her designee that may be warranted to ensure the satisfaction of any statutory or constitutional obligation.

N.J.A.C. 6A:30-1.1 et seq.

Adopted: 30 March 2015
2700 SERVICES TO NONPUBLIC SCHOOL PUPILS

The Board of Education shall provide, in accordance with law and to the limit of State aid available for such purposes, services to pupils enrolled in nonpublic schools located within this school district in which a child may legally fulfill compulsory school attendance requirements and which complies with Title VI of the Civil Rights Act of 1964.

N.J.A.C. 6A:23-6.1 et seq.

The Board shall, on individual request, purchase and loan, without charge, textbooks to pupils attending a nonpublic school located in this district, provided the pupil is a New Jersey resident and the pupil's tuition is not paid by a district Board of Education. Such loan of textbooks will be indicated in each book by a label. Any textbook so loaned will remain the property of this Board. Textbooks loaned to nonpublic school pupils shall be returned at the end of the school year or the district may enter into agreements with the nonpublic schools to store the textbooks without cost to this Board.

A request for the loan of textbooks shall be signed by the parent(s) or legal guardian(s) of nonpublic school pupils and submitted in writing directly to this Board or may be forwarded collectively by the nonpublic school. Requests must be received by the Board by March 1 of the preceding school year.

Textbooks shall be purchased in the same manner as are textbooks purchased for use in this district. Nonpublic school pupils shall be subject to the rules and sanctions for the care of textbooks set forth in Policy No. 5513, Care of School Property, in the same manner as are pupils of this district.

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

The Board shall provide services for the identification, referral, evaluation, and determination of eligibility for special education and/or related services, the development of individualized education programs, and speech correction for articulation disorders.

The eligibility of pupils in nonpublic schools for such services shall be determined by the criteria established by rules of the State Board and used to determine the eligibility of pupils enrolled in this district for the same services. Services shall be provided only upon the written consent of the parent(s) or legal guardian(s) of the pupil and shall include procedural safeguards provided to pupils of this district under N.J.A.C. 6A:14.2 et seq. and Policy No. 2460.
Remedial services will be supplied by appropriately certified personnel who are not employees of the nonpublic school, except that speech correction may be provided by employees of the nonpublic school. Such services shall be provided only upon consent of the parent(s) or legal guardian(s) of the pupil. Services may also be provided under contract with a public or private agency approved by the Commissioner for the provision of remedial services. The location in which services are provided will be determined by the Board, and will comply with rules of the State Board.

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

The Board shall provide supportive services for acquiring communication proficiency in the English language for children of limited English speaking ability, supplementary instruction services, and home instruction services. Auxiliary services will be provided only upon the written consent of the pupil's parent(s) or legal guardian(s).

Auxiliary services may be provided by appropriately certified personnel who are employees of this district or of the nonpublic school. Services may also be provided under contract with a public or private agency approved by the Commissioner for the provision of auxiliary services. The location in which services are provided will be determined by the Board, and will comply with rules of the State Board.

N.J.A.C. 6A:16-2.4 et seq.

The Board shall provide basic nursing services in accordance with N.J.A.C. 6A16-2.4 et seq. within the limits of funds appropriated or otherwise made available for this purpose according to N.J.S.A. 18A:40-23. Nursing services shall include the extension of emergency care for pupils enrolled full time in the nonpublic school who are injured or become ill at school, or during participation on a school team or squad pursuant to N.J.A.C. 6A:16-1.4(a)1.

The Superintendent and the administrator of the nonpublic school shall meet annually to review funding, to agree on basic nursing services and additional medical services to be provided based on funding, and to assure the nonpublic school has a copy of N.J.S.A. 18A:40-23 to 31. If agreement cannot be reached between the district and the nonpublic school, the County Office of Education shall be consulted for clarification. The district may provide additional nursing services when all basic nursing services have been provided, or will be provided, within the limits of funds appropriated or otherwise made available for this purpose according to N.J.S.A. 18A:40-23. The nursing services provided to a nonpublic school shall not include instructional services.
Funds spent on services delivered under this policy in any one nonpublic school shall not exceed the amount allocated to that school on a per pupil basis, less the cost to this district of administrative services directly attributable to the provision of such services or six percent of the funds allocated for each participating nonpublic school, whichever is less.

Nursing services shall include assistance with medical examinations and dental screening, screening of hearing examinations, maintenance of pupil health records, notification of local and county health officials of any pupil who has not been properly immunized, and the conduct of scoliosis examinations. If the Board and the nonpublic school agree, emergency care shall be provided to nonpublic school pupils who become ill or are injured in school or during participation on a school athletic team or squad in the same manner such services are provided to pupils of this district.

Nursing and health care services shall be provided by a professional registered nurse licensed in New Jersey who is an employee of this district, an employee of a third party contractor, or an independent contractor. The location of the services will be determined by the Board and will comply with the rules of the State Board.

The Board may purchase equipment and supplies for the provision of services under this policy, within the allocation of funds, and may lend any such equipment to a nonpublic school without charge provided it is understood that such equipment remains the property of the Board.

A nonpublic school pupil whose parent(s) or legal guardian(s) objects in writing to the receipt of nursing services shall not be compelled to receive such services; except for a physical examination to determine whether the pupil is ill or infected with a communicable disease.

The Superintendent or designee will retain a written statement verifying the annual meeting was held with the nonpublic school. The Superintendent or designee will also retain a copy of the contract document; Board meeting minutes approving the contract that describes the methods by which nursing services to the nonpublic pupils will be provided for the ensuing school year; a rationale for the distribution of funds; and a description of the type and number of services which were provided during the previous year to nonpublic pupils will be recorded on a form provided by the Commissioner of Education as required in N.J.A.C. 6A:16-2.4(a).

Delivery of Services

The Board shall provide any transportation necessitated by the provision of services under this policy.
Records regarding individual pupils receiving services under this policy shall be kept in accordance with State Board rules and Policy No. 8330 on Pupil Records.

The Board shall, file with the Commissioner a report on the number of nonpublic school pupils identified as eligible to receive services at a time and in a form required by the New Jersey Department of Education.

N.J.S.A. 18A:40-23 et seq.; 18A:40A-17(c);
18A:58-37.1 et seq.
N.J.A.C. 6A:14-1.1 et seq.; 6A:16-2.4 et seq.

Adopted: 30 March 2015