

## 6000 - INSTRUCTION

6010	Goals and Objectives
6111	School Calendar
6112	School Day
6114	Emergencies and Disaster Preparedness <ul style="list-style-type: none"><li>➤ Regulation</li><li>➤ Exhibit</li></ul>
6115	Ceremonies and Observances
6121	Nondiscrimination/Affirmative Action
6122	Articulation
6130	Organizational Plan
6140	Curriculum Adoption
6141	Curriculum Design/Development <ul style="list-style-type: none"><li>➤ Regulation</li></ul>
6141.1	Experimental, Innovative Programs
6141.2	Recognition of Religious Beliefs and Customs <ul style="list-style-type: none"><li>➤ Regulation</li></ul>
6142	Subject Fields
6142.1	Family Life Education
6142.2	English as a Second Language(ESL); Bilingual Programs
6142.4	Physical Education and Health <ul style="list-style-type: none"><li>➤ Regulation</li></ul>
6142.6	Basic Skills
6142.9	Arts
6142.10	Technology <ul style="list-style-type: none"><li>➤ Regulation</li></ul>
6142.12	Career and Technical Education <ul style="list-style-type: none"><li>➤ Regulation</li></ul>
6142.13	HIV Prevention Education
6143	Curriculum Guides
6143.1	Lesson Plans
6144	Controversial Issues
6145	Extracurricular Activities
6145.1/6145.2	Intramural, Interscholastic Competition <ul style="list-style-type: none"><li>➤ Regulation</li><li>➤ Exhibit</li></ul>
6145.3	Publications <ul style="list-style-type: none"><li>➤ Regulation</li></ul>
6145.5	Student Organizations
6145.7	Student Social Events/Meetings
6145.8	Extracurricular Activities; Charter School Pupils
6146	Graduation Requirements <ul style="list-style-type: none"><li>➤ Regulation</li></ul>
6146.2	Promotion/Retention

	➤ Regulation
6147	Standards of Proficiency
6147.1	Evaluation of Individual Student Performance
6150	Instructional Arrangements
6151	Class Size
6152.1	Individualized Instruction
	➤ Exhibit
6153	Field Trips
	➤ Regulation (Medication on Field Trips)
	➤ Exhibit
6154	Homework/Makeup Work/Study Skills
	➤ Regulation
6156	Instructional Planning/Scheduling
6160	Instructional Services and Resources
	➤ Regulation
6161	Loaned Computers for Home Use
	➤ Regulation
	➤ Exhibit
6161.1	Guidelines for Evaluation and Selection of Instructional Materials
	➤ Exhibit
6161.2	Complaints Regarding Instructional Materials
6161.3	Guidelines Pertaining to Overdue, Damaged or Lost Instructional Materials
	➤ Regulation
	➤ Exhibit
6162.4	Community Resources
6162.5	Research
6163.1	Media Center/Library
6163.3	Live Animals in the Classroom
	➤ Regulation
6164.1	Intervention and Referral Services for General Education Pupils
6164.2	Guidance Services
6164.4	Child Study Team
6171	Special Instructional Programs
6171.1	Remedial Instruction
6171.2	Gifted and Talented
6171.3	At-risk and Title 1
	➤ Regulation
6171.4	Special Education
	➤ Exhibit; Statement of Assurance
6171.41	Preparing for Mainstreaming
6172	Alternative Educational Programs
6173	Home Instruction
6174	Summer School

**6178**  
**6200**  
**6300**

**Early Childhood Education/Preschool**  
**Adult/Community Education**  
**Evaluation of the Instructional Program**

**Policy**

---

GOALS AND OBJECTIVES

The Board accepts the responsibility for coordinating the available resources of home, school and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically and socially in a democratic society.

The Board is dedicated to ensuring that all students in the district are provided with the necessary skills and competencies for achievement of the Core Curriculum Content Standards.

- A. All children should start school ready to learn.
  - 1. Quality preschool opportunities shall be provided for all children, through collaboration between public schools and community agencies.
  - 2. Parent education programs shall be designed and implemented by the district to assist parents in providing readiness experiences for their preschool children.
  
- B. The high school graduation rate shall be at least 90 percent.
  - 1. The district shall provide least restrictive, alternative programs for pupils who cannot succeed in the regular high school environment, including those students with disabilities.
  - 2. The district shall provide dropout prevention programs for pupils at risk.
  
- C. Pupils shall leave grades four, eight and 11-12 having demonstrated competency in challenging subject matter including language arts/literacy, mathematics, science, social studies, health and physical education, visual and performing arts and world languages.
  - 1. The district shall implement the state-approved Core Curriculum Content Standards and appropriate assessments to enable pupils to succeed and to evaluate their performance.
  - 2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor teaching staff members progress toward achievement of the required 100 clock hours of continuing education to ensure that they are obtaining and maintaining the skills to help all students achieve the Core Curriculum Content Standards.
  
- D. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
  - 1. The district shall provide students with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills.
  - 2. All pupils shall demonstrate competency in the skills identified in the cross-content workplace readiness standards.

3. All pupils shall demonstrate respect for racial, cultural, ethnic and religious diversity.
- E. All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world.
1. The district shall revise its curriculum offerings in science and mathematics according to state standards.
  2. The district shall provide staff training in the teaching of mathematics and science at grades K-12 to increase teachers' understanding of and ability to teach these subjects.
- F. Every adult shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
1. Adult education programs shall be increased in conjunction with other local districts, community colleges and other educational agencies, to provide greater opportunities for adults to continue learning for work skills, leisure pursuits, intellectual and cultural growth and to assist their children in learning.
  2. Business and industry shall be encouraged to collaborate with educational agencies to design and increase access to educational programs for adults, such as flex time, distance learning and interactive technology.
- G. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning.
1. The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.
  2. The district shall provide programs and staffing to deal with pupils at risk.
  3. The school and community shall expand their cooperative efforts to create drug and violence-free environments.
  4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

The Board shall develop, in consultation with the Superintendent and teaching staff members, a written educational plan for the district. This plan shall be reviewed and adopted annually and shall include:

- A. Written educational goals;
- B. An assessment of pupil needs;
- C. Specific annual objectives based on identified needs and action plans to implement them;
- D. Standards for assessing and evaluating the achievement of objectives;
- E. The establishment of reasonable pupil minimum proficiency levels in the areas addressed in the Core Curriculum Content Standards;
- F. An educational program consistent with these goals, objectives, standards and needs;
- G. Evaluation of pupil progress.

Adopted: June 24, 1985  
 Revised: August 23, 1995  
 Revised: May 31, 1996  
 Readopted: August 14, 2007  
 NJSBA Review/Update: March 2009

Key Words

Instructional Goals and Objectives, Goals and Objectives in Instruction

**Legal References:** N.J.S.A. 18A:7A-10 Evaluation of performance of each school  
N.J.S.A. 18A:7C-2 Boards of education; establishment of standards  
N.J.S.A. 18A:7F-1  
 through -34 Comprehensive Education Improvement and Financing Act  
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study  
N.J.S.A. 18A:35-1 et seq. Curriculum and Courses  
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment  
See particularly:  
N.J.A.C. 6A:8-1.2  
 through -1.3, -2.1, -3.1, -4.4  
N.J.A.C. 6A:9-15.1 et seq. Required Professional Development for Teachers  
N.J.A.C. 6A:23-1.1 et seq. Finance and Business Services  
See particularly:  
N.J.A.C. 6A:23-5.1 et seq.  
N.J.A.C. 6A:26-1.1 et seq. Educational Facilities  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-2.1 Definitions  
N.J.A.C. 6A:32-12.1 Reporting requirements  
N.J.A.C. 6A:32-12.2 School-level planning

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*1100 Communicating with the public  
 \*1120 Board of education meetings  
 \*1230 School-connected organizations  
 \*1600 Relations between other entities and the district  
 \*2131 Superintendent  
 \*2240 Research, evaluation and planning  
 \*3542 Food service  
 4010 Goals and objectives  
 \*4111 Recruitment, selection and hiring  
 \*4116 Evaluation  
 \*4131/4131.1 Staff development; inservice education/visitations/conferences  
 \*4211 Recruitment, selection and hiring  
 \*4231/4231.1 Staff development; inservice education/visitations/conferences  
 \*5113 Absences and excuses  
 \*5120 Assessment of individual needs

*5124	Reporting to parents/guardians
6000	Concepts and roles in instruction
6011	Thorough and efficient/QEA
*6140	Curriculum adoption
*6141	Curriculum design/development
*6142	Subject fields
*6145	Extracurricular activities
*6147	Standards of proficiency
6152	Grouping
*6156	Instructional planning/scheduling
*6160	Instructional services and resources
*6162.4	Community resources
*6164.2	Guidance services
*6164.4	Child study team
*6171.1	Remedial instruction
*6171.2	Gifted and talented
*6171.4	Special education
*6300	Evaluation of the instructional program

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

SCHOOL CALENDAR

The Board of Education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the district.

The Board shall determine annually the days when the schools shall be in session for instructional purposes. Such school calendar shall consist of no fewer than the 180 days of instruction required by law.

When an interruption in educational programming causes a disabled student's performance to revert to a lower level of functioning that cannot be recouped within a reasonable length of time, an extended school year shall be provided in accordance with the student's IEP. In any case, the school year shall be at least as long for students with disabilities as for nondisabled students.

The Superintendent shall prepare the school calendar for Board consideration in consultation with teacher and administrator association representatives and the executive county superintendent. The Board reserves the right to alter the school calendar when feasible and advisable in the best interests of the children of the district.

The Board shall adopt annually a list of religious holidays that shall consist as a minimum of those holidays designated by the commissioner of education.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

School Calendar

**Legal References:** N.J.S.A. 18A:7F-9 Aid to school districts conditioned on compliance with rules and standards for equalization of opportunity; aid withheld for noncompliance  
N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:25-3 Teaching, etc., on holidays not required  
N.J.S.A. 18A:36-1 School year  
N.J.S.A. 18A:36-2 Times when schools are open; determination  
N.J.A.C. 6A:14-4.1(c) General requirements  
N.J.A.C. 6A:32-8.3 School attendance

Piscataway Twp. Ed. Ass'n v. Piscataway Township BOE, App. Div. opinion,  
Dkt. No. A-7215-95T2, January 24, 1998

**Possible**

**Cross References:**

*2210	Administrative leeway in absence of Board policy
*5113	Absences and excuses
*5127	Commencement activities
*6112	School day
*6114	Emergencies and disaster preparedness
*6146	Graduation requirements
*6171.4	Special education

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

SCHOOL DAY

The length of the school day and the length of periods of instruction at various levels shall be recommended by the Superintendent and set by the Board, and shall be in keeping with requirements of the state Board of Education.

The particular opening and closing hours for levels and/or schools shall also be subject to Board approval. These opening and closing times shall be as uniform as possible at comparable levels throughout the district. The length of the school day shall be at least as long for students with disabilities as for nondisabled students.

The Superintendent shall recommend for Board approval the length of class periods and the frequency of instruction in individual subjects.

School administrators shall not dismiss school for any part of the school day without the approval of the Superintendent.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

School Day, Length of School Day

**Legal References:** N.J.S.A. 18A:36-1 School year  
N.J.S.A. 18A:36-2 Time when schools are open; determination  
N.J.S.A. 18A:36-16 Rules regarding religious holidays  
N.J.A.C. 6A:14-4.1(c) General requirements  
N.J.A.C. 6A:32-8.3 School attendance

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*2210 Administrative leeway in absence of Board policy  
\*5113 Absences and excuses  
\*5124 Reporting to parents/guardians  
\*6111 School calendar  
\*6114 Emergencies and disaster preparedness  
\*6141.2 Recognition of religious beliefs and customs  
\*6146 Graduation requirements  
\*6171.4 Special education

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

**EMERGENCIES AND DISASTER PREPAREDNESS**

The Superintendent shall direct the development of plans, procedures and mechanisms for responding to emergencies and crises in the schools that threaten human life and property. He/she shall consult with law enforcement agencies, health and social services and emergency management planners in developing these plans and shall ensure that they provide for the protection of the health, safety and welfare of the school population as well as supportive services for staff, students and their families.

**I. Plans and Procedures Shall Include These Elements**

- A. Cooperation with local government agencies in developing and carrying out a school/community disaster plan that includes procedures for building lockdowns when necessary;
- B. Mechanisms for the orderly evacuation of buildings in case of fire or other emergencies;
- C. Means to provide as much protection as possible for children at school and on their way to and from school;
- D. Training in individual self-protection and survival techniques for pupils and staff;
- E. Communicating specific instructions to pupils and staff so that the school emergency plan may be carried out with the greatest possible speed and safety.

**II. Staff Annual In-service Training Program**

- A. The Superintendent shall develop and provide an in-service training program for school staff to enable them to recognize and appropriately respond to crises, consistent with the district's plans, procedures and mechanisms for managing crises. This in-service training program shall be provided prior to a school's first fire and security drill. Staff members who begin their employment after the in-service training has been held, shall receive this training within 60-days of their employment with the district. The effectiveness of the in-service program shall be reviewed and updated annually.
- B. Principals shall ensure, prior to and subsequently to the first fire or security drill, that students are informed of the reasons for and importance of said drills.

**III. Fire Drills and School Security Drills**

A. Fire drills shall be held at least once each month for all pupils. There shall also be at least one school security drill per month. The Superintendent may order a modification of the fire drills so that they may take the form of indoor drills or of rapid dismissals with outdoor clothing when low temperatures prevail.

B. A written statement of procedures and instructions for fire drills and school security drills shall be formulated by the Superintendent and disseminated to all staff. All staff shall also receive training on school safety and security that includes instruction on school security drills by November 1, 2011 or within sixty (60) days of the commencement of that staff member's employment, whichever date is later.

C. A “school security drill” is defined as an exercise to respond to an emergency situation such as a non-fire evacuation, lockdown, bomb threat or active shooter situation that is similar in duration to a fire drill.

D. Instruction in fire prevention shall be given and emphasized in appropriate courses in the curriculum of the school.

#### IV. Required Drills

- A. Each school shall be required to conduct a minimum of two (2) drills per year for each of the following drills:
  - a. Active Shooter;
  - b. Evacuation (non-fire);
  - c. Bomb threats; and
  - d. Lockdowns.
- B. Within the first ten (10) days of the new school year each school in the District shall be required to conduct one fire drill.
- C. Within the first fifteen (15) days of the new school year each school in the District shall be required to conduct one school security drill.

#### V. Reporting

By June 30th of each year the Superintendent shall submit to the executive county superintendent an annual “Statement of Assurance” report on the forms provided by the Department of Education.

#### VI. Emergency Closings: Delayed Openings

The Superintendent is authorized by the Board to close the schools, open them late or dismiss them early in hazardous weather or in other extraordinary circumstances which might endanger the health or safety of pupils or school employees.

Each year, parents/guardians, pupils, and staff members shall be informed in advance of how they shall be notified in event of emergency closings. Parents/guardians shall be required to make alternative arrangements for their children in case no one is home to receive a child after an unscheduled early closing.

#### VII. Bomb Scares

The buildings shall be evacuated as for a fire drill. Staff shall follow the procedures established by the Superintendent to deal with such emergencies.

Adopted:	June 24, 1985
Revised:	January 30, 1995
Revised:	August 23, 1995
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009
Readopted:	December 21, 2010

#### Key Words

Emergencies and Disaster Preparedness, Civil Defense, Disasters, Fire Drills, Bomb Threats

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:6-2	Instruction in accident and fire prevention
	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:40-12	Closing schools during epidemic
	<u>N.J.S.A.</u> 18A:41-1 et seq.	Fire drills and fire protection
	<u>N.J.S.A.</u> 18A:54-20	Powers of Board (county vocational schools)
	<u>N.J.A.C.</u> 6A:16-1.4(a)12	District policies and procedures
	<u>N.J.A.C.</u> 6A:16-5.1 et seq.	School safety and security
	<u>N.J.A.C.</u> 6A:16-6.3	Reporting students or staff members to Law enforcement agencies.
	<u>N.J.A.C.</u> 6A:26-12.2	Policies and procedures for school facility Operation
	<u>N.J.A.C.</u> 8:57-1.9	Reporting of diseases occurring in schools

A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials (1999 Revisions)

**Possible**

<b><u>Cross References:</u></b>	*1410	Local units
	*2210	Administrative leeway in absence of Board Policy
	*3541.33	Transportation safety
	*4131/4131.1	Staff development; in-service education/visitations/conferences
	*4231/4231.1	Staff development; in-service education/visitations/conferences
	*5141.6	Crisis intervention
	*6111	School calendar
	*6112	School day

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

EMERGENCIES AND DISASTER PREPAREDNESS

The fire and civil emergency plan for the Camden City Public Schools is concerned especially with the safeguarding of human life under emergency conditions which have great potentialities for tragic results if group control is lost.

The plans are designed to deal with both prevention and control.

Civil Emergencies can be defined as those situations involving such acts as random shooting, riots, hostage taking natural disasters, etc.

The rules and regulations below shall apply to all personnel in all schools and school buildings.

A. Planning

In cases of fire or civil emergency, the safeguarding of human life must take precedence over all other considerations. It is impossible to give specific directions to cover every situation of an emergency nature. However, each Principal shall be responsible for planning to meet emergency situations including provisions for individuals with disabilities within his/her jurisdiction.

1. Preparation of plans: Planning for civil emergencies in schools is the responsibility of the Principal. These plans shall be approved by the Superintendent and are approved by the office of the Fire Marshall and Police Department.

Copies of the approved school plans shall be kept on file in the Principal's office and in the office of the Superintendent. Additional copies shall be available to assistant Principals, secretaries, and some specialists.

Each Principal shall send a copy of any subsequent changes in the school's plans to the Superintendent for approval at the time such changes are made.

Water supplies, medical kits, flashlights and batteries shall be kept in a constant state of readiness in all schools--elementary and secondary. A master drill plan for each building shall be drawn up and posted conspicuously in the building.

2. Assignment of personnel: Each Principal shall assign members of his/her instructional staff and other school personnel to duties during emergencies.

In the absence of the Principal, a previously designated representative (assistant Principal or teacher) shall be in charge during the emergency.

3. Instruction of personnel: At least once a year, all personnel in each school shall engage in a systematic evaluation of the plan for the school.

Each Principal shall promptly acquaint new personnel in his/her school with emergency regulations and procedures of the school.

4. Fire precautions:

- a. Fire and smoke doors shall be kept closed during the time the building is occupied by teachers and pupils.
- b. Exit doors: Principals shall keep the exits to the school building unlocked during school hours, and they shall require teachers to keep doors to classrooms unlocked while school is in session.
- c. No extracurricular activities shall take place after school hours without supervision. There shall be no entrances utilized other than those which can be controlled.
- d. Storerooms and closets in buildings shall be maintained in a safe and orderly condition. Buildings shall be kept free of debris. All Principals shall make periodic inspections of above mentioned, and report thereon in a monthly report.

B. Specific Instructions

The following specific instructions shall be incorporated into all school plans for dealing with other emergencies:

1. Special Instructions on Fire Drills

- a. Two fire drills per month shall be held in each school. Each school Principal shall be responsible for meeting this requirement, sounding the alarm, as well as supervising and evaluating the drill. Outside drills shall be held whenever the weather permits. When it is necessary to hold inside drills, arrangements shall be made so that the children will not automatically go outdoors. N.J.S.A.18A:41-1
- b. The dates on which fire drills are held shall be recorded in the school and reported in writing to the Superintendent on or before the fifth day of the following month, except in June when the dates of fire drills shall be reported on or before the last day of school. Printed instructions regarding fire drills shall be posted in each classroom. The Superintendent shall report to the Board regarding district compliance.
- c. As an aid to ensure fire-drill recording for a variety of situations within a school, the Principal shall prepare and use a check list suitable for his/her school.

2. Civil Emergencies

- a. When any form of civil emergency arises, each professional and nonprofessional employee in the school shall carry out the instructions of the Principal or his/her designated representative.

Each teacher shall report to his/her assigned post in accordance with directions which the Principal has previously issued.

Each teacher who has an unassigned duty shall report to the Principal's office to be assigned responsibility.

- b. In all instances of any civil emergency, the Principal shall notify the Superintendent who may decide to call the local police and fire departments if the emergency so warrants.

3. Building Emergencies

- a. Structural and/or mechanical failure emergencies: Included in this category are such problem situations as roof leaks, which in turn cause ceiling and floor problems; lack of sufficient heat brought on by boiler problems; electrical failures. The magnitude of the problem will determine which appropriate central office person is to be notified.
- b. Incidents involving physical confrontation: Incidents of this type require that the Principal notify the police department for assistance and the Superintendent's office to report the incident. The report is then forwarded to the Superintendent's office for review.

#### 4. Bomb Threat

- a. Upon receiving information in regards to a bomb threat, the building administrator or designee must call the fire officials and then evacuate the building.
- b. The pre-determined signal will be made to the staff, followed by the appropriate procedures. (All) staff, students and visitors are to move 200 feet away from the building and remain there until receiving further instructions. Specific locations will be determined by the safety committee and issued to staff for inclusion in the teacher handbook.
- c. Each Principal will designate a communication center for his/her school. This information will be included in the teacher's handbook.
- d. All emergency procedures must be reviewed with the students at least four times a year.
- e. An accounting of all students and staff must be undertaken. Should anyone be missing, the building administrator or his/her designee must be immediately notified. The police should be notified.
- f. All students and staff will be dismissed by the building administrator, no one is to leave without this official notification.
- g. After evacuating the building, employees are encouraged to report anything of a suspicious nature to the communication center.
- h. The decision to return to the building will be predicated upon discussions with police officials, Superintendent's office and the building administrator. A decision by the Superintendent or his/her designee will be made to return to school, dismiss the pupils or relocate them to an alternate facility for the day.
- i. Upon returning to the building an attendance check of all students and staff must be undertaken. Should anyone be missing, the building administrator or his/her designee must be immediately notified.
- j. If there are any students unaccounted for parents should be notified immediately
- k. Upon returning to the building the bomb threat form should be completed and faxed to the Superintendent's office.

Adopted:	February 27, 1995
Revised:	August 23, 1995
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Exhibit**

---

EMERGENCIES AND DISASTER PREPAREDNESS

Bomb Threat Report Form

INSTRUCTIONS: Engage caller and ask the following questions. Listen, do not interrupt the caller. (Notify your supervisor by prearranged sign while caller is still on the line.)

- E. When is bomb going to explode?
- F. Where is it right now?
- G. What does it look like?
- H. What kind of bomb is it?
- I. What will cause it to explode?
- J. Did you place the bomb?
- K. Why?
- L. What is your address?
- M. What is your name?

- Calm  Nasal  Angry  Stutter
- Excited  Lisp  Slow  Raspy
- Rapid  Deep  Soft  Ragged
- Loud  Clearing Throat  Laughter
- Deep breathing  Crying  Cracking voice
- Normal  Disguised  Distinct  Accent
- Slurred  Familiar  Whisper

If voice is familiar, who did it sound like?

EXACT WORDING OF THE THREAT:

---

---

---

BACKGROUND SOUNDS:

Street noises  Factory machinery  Crockery  Animal noises

Completed by: \_\_\_\_\_

Site: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Adopted: February 27, 1995  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

**Policy**

---

CEREMONIES AND OBSERVANCES

The morning opening exercises will include the pledge of allegiance. Those pupils who have religious or conscientious objections may be excused from participating, but must not disrupt the exercises.

Appropriate recognition shall be given in all schools on the last school day preceding (or the following Monday in the case of Constitution Day and Citizenship Day if September 17<sup>th</sup> falls on a Sunday):

- A. Martin Luther King Jr.'s Birthday;
- B. Lincoln's Birthday;
- C. Washington's Birthday;
- D. Memorial Day;
- E. Constitution Day and Citizenship Day (Sept. 17);
- F. Columbus Day;
- G. Veterans' Day;
- H. Thanksgiving Day.

Suitable exercises are also required by law in all New Jersey public schools in observance of Flag Day (June 14, day of adoption the American flag by the Continental Congress in 1777), Arbor Day (last Friday in April), and Commodore John Barry Day (September 13<sup>th</sup>). The Board authorizes the Superintendent to conduct school observances in commemoration of other persons and events of special historical significance.

Pupils shall be encouraged to develop and/or take part in events and activities in connection with special "days", "weeks" or "months" proclaimed by the nation, state or community.

Holidays and special events may be recognized in the district's schools so long as such recognition respects the rights and feelings of others and is consistent with law.

Songs and customs which have come to us from the various elements of our national population may be used to broaden our pupils' awareness of the many elements that make up our American culture.

The Board shall not prevent, or otherwise deny participation in, constitutionally protected prayer in any district school, consistent with guidance issued by the United States Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supersedes any other Board policy that is inconsistent with it.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

### **Key Words**

Ceremonies and Observances, Holidays, Patriotic Exercises

**Legal References:** N.J.S.A. 18A:36-3 Display of and salute to flag; pledge of allegiance  
N.J.S.A. 18A:36-4 Period of silence (unconstitutional)  
N.J.S.A. 18A:36-6 Observance of flag day  
N.J.S.A. 18A:36-7  
through -9 Designation of Arbor Day ...  
N.J.S.A. 18A:36-10  
through -12 Designation of Commodore Barry Day ...  
N.J.S.A. 18A:36-13 Patriotic exercises preceding holidays

U.S.C.A. Const. Amends. 1, 14

No Child Left Behind act of 2001, P. L. 107-110, 20 U.S.C.A. 6301 et seq.

P.L. 108-447 (December 2004) requires all educational institutions that receive Federal funds for fiscal year to hold an educational program on The United States Constitution on September 17, designated "Constitution Day and Citizenship Day."

West Virginia Bd. of Ed. v. Barnette, 319 U.S. 624 (1943)

Holden v. Elizabeth Board of Education, 46 N.J. 281 (1966)

Lipp v. Morris, 579 F. 2d 834 (1978) (3rd Cir.)

May v. Cooperman, C.A., 780 F.2d 240 (1985)

Karcher v. May, 484 U.S. 72 (1987)

Lee v. Weisman, 505 U.S. 577 (1992)

American Civil Liberties Union v. Blackhorse Pike Regional Board of Education, 84 F.3d 1471 (3<sup>rd</sup> cir. 1996)

Santa Fe Indep. School District v. Doe, 120 S.Ct. 2266 (June 19, 2000)

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, United States Department of Education, February 7, 2003

### **Possible**

**Cross References:** \*5114 Suspension and expulsion  
\*5127 Commencement activities  
\*5131 Conduct/discipline  
\*6141.2 Recognition of religious beliefs and customs

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

NONDISCRIMINATION/AFFIRMATIVE ACTION

No pupil enrolled in the district schools shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, national origin, ancestry, age, marital status, domestic partnership status, affectional or sexual orientation, gender identity or expression, genetic information, sex, disability or atypical hereditary cellular or blood trait of any individual, or because of liability for service in the armed forces of the United States, nationality, place of residence in the district, social or economic condition, nonapplicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test. The affirmative action team as led by the affirmative action officer shall be responsible for planning, implementing and monitoring the district's affirmative action program with respect to school and classroom practices.

Reporting to the chief school administrator, the affirmative action team shall review the following areas for compliance with state department of education regulations and make suggestions and/or recommendations when necessary.

A. Curriculum content

The team shall examine the following areas to ensure that curricula eliminate discrimination and promote understanding and mutual respect among students, regardless of race, color, creed, religion, gender, affectional or sexual orientation, ancestry, national origin, socio-economic status or disability:

1. School climate
2. Courses of study
3. Instructional materials
4. Instructional strategies
5. Library materials
6. Technology/Software and audio-visual materials
7. Guidance and counseling
8. Extracurricular programs and activities
9. Testing and other assessments
10. Reducing or preventing the under representation of minority, female and male students in classes and programs

The team shall monitor the curriculum to ensure inclusion of instruction on African-American history in the teaching of United States history and inclusion of instruction on the Holocaust and genocide in the curriculum for all elementary and secondary school pupils.

## B. Staff training

The affirmative action officer shall suggest a program of inservice training for school personnel designed to identify and solve problems of bias in all aspects of the school program. An equity inservice program shall be held annually for all staff and for parents and community members as needed to facilitate participation and support.

## C. Pupil access

The team shall review all school facilities, courses, programs, activities and services to ensure that all pupils are provided equal and bias-free access to them. Particular attention shall be paid to the following:

1. Ensuring equal access and barrier-free to all school and classroom facilities;
2. Assigning pupils in such a way that the racial/national origin composition of each school's enrollment reflects the composition of the district wide enrollment at each grade level;
3. Refraining from locating new facilities in areas that will contribute to imbalanced, isolated or racially identifiable school enrollments;
4. Assigning pupils so that school and classroom enrollments are not identifiable on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status;
5. Ensuring that pupils are not separated or isolated within schools, courses, classes, programs or extracurricular activities;
6. Ensuring that minority and male pupils are not over-represented in detentions, suspensions, dropouts or special needs classifications;
7. Ensuring equal and bias-free access for all pupils to computers, computer classes and other technologically-advanced instructional assistance;
8. Ensuring that all limited English-proficient pupils and pupils with disabilities have equal and bias-free access to all school programs and activities;
9. Ensuring equal and bias-free access for language-minority pupils and pupils with disabilities to multiple measures for determining special needs;
10. Ensuring that pupil support services (such as school-based youth services, health care, tutoring and mentoring) are available to all pupils, including LEP pupils;
11. Ensuring that all pregnant pupils are permitted to remain in the regular school program and activities.

## D. District support

The team shall ensure that like aspects of the school program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters and that all grades within the district are comparable in those areas.

The Superintendent will report to the Board annually on continuing compliance.

Date:

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009  
Readopted: March 22, 2011

Key Words

Affirmative Action, Nondiscrimination, Curriculum, Instructional Materials, Textbooks

Legal References:

<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
<u>N.J.S.A. 18A:4A-1 et seq.</u>	New Jersey Commission on Holocaust Education
<u>N.J.S.A. 18A:18A-17</u>	Facilities for handicapped persons
<u>N.J.S.A. 18A:35-1</u>	Course in history of the United States in high school
<u>N.J.S.A. 18A:36-20</u>	Discrimination; prohibition
<u>N.J.A.C. 6A:7-1.1 et seq.</u>	Managing for Equality and Equity in Education

See particularly:

<u>N.J.A.C. 6A:7-1.1,-1.4,-1.7,-1.9</u>	
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:32-12.1</u>	Reporting requirements
<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services

20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act, of 1973

20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act (IDEA)

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Gebser v. Lago Vista Indep. School Dist. 524 U.S. 274 (1998)

Davis v. Monroe County Bd. of Educ. 526 U.S. 629 (1999)

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible Cross References:

*2224	Nondiscrimination/affirmative action
*4111.1	Nondiscrimination/affirmative action
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4211.1	Nondiscrimination/affirmative action
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5134	Married/pregnant pupils
*5145.4	Equal educational opportunity
*6140	Curriculum adoption
*6141	Curriculum design/development

- \*6142.4 Physical education and health
- \*6145 Extracurricular activities
- \*6161.1 Guidelines for evaluation and selection of instructional materials
- \*6163.1 Media center/library
- \*6164.2 Guidance services
- \*6171.4 Special Education

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

ARTICULATION

In order to optimize student achievement of the Core Curriculum Content Standards, the Board of Education shall be responsible for the delivery of educational programs at the elementary and secondary levels using a coherent sequence of activities to prepare all students for employment or postsecondary study upon their graduation.

The Superintendent shall develop programs whereby teachers of the various levels of the district's schools cooperate to achieve smooth transitions from level to level; whereby pupils in the district's schools receive instruction in the same subjects at the same levels as pupils in other districts who will be attending the same high schools; and whereby the transition for district pupils from our elementary schools to the high school is accomplished without unnecessary difficulty for any pupil.

Further, the Superintendent will make every effort to develop a similar relationship with nursery schools from which district kindergarten pupils come.

The Board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified students in the high school.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Articulation

**Legal References:** N.J.S.A. 18A:38-8.1 Additional member on Board of Education to represent Board through -8.3 of education in each sending district  
N.J.A.C. 6A:8-1.3 Definitions  
N.J.A.C. 6A:8-3.1 Curriculum and instruction  
N.J.A.C. 6A:8-3.3 Enrollment in college courses

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*1600 Relations between other entities and the district  
\*2131 Superintendent  
\*5118 Nonresidents  
\*6140 Curriculum adoption  
\*6141 Curriculum design/development  
\*6142 Subject fields  
\*6143 Curriculum guides  
\*6178 Early childhood education/preschool

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

ORGANIZATIONAL PLAN

The Camden City Public Schools shall be organized into whatever groupings of grades that best meet the needs of the students. 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: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Organizational Plan, Organizational Changes

Legal References: N.J.S.A. 18A:11-1 General Mandatory Powers and Duties

Possible

Cross References: \*2131 Superintendent  
\*5120 Assessment of individual needs  
\*6140 Curriculum adoption  
\*6142 Subject fields  
\*6143 Curriculum guides  
\*6147 Standards of proficiency  
\*6171 Special instructional programs

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

CURRICULUM ADOPTION

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 and academic 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.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

Adopted: June 24, 1985  
 Revised: August 23, 1995  
 Revised: May 31, 1996  
 Readopted: August 14, 2007  
 NJSBA Review/Update: March 2009

Key Words

Curriculum Adoption, Adoption of Curriculum, Core Proficiencies, Curriculum

**Legal References:** N.J.S.A. 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study  
N.J.S.A. 18A:29A-1 et seq. Teacher recognition  
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study  
N.J.S.A. 18A:35-1 et seq. Curriculum and courses  
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment  
See particularly:  
N.J.A.C. 6A:8-3.1, -5.1  
N.J.A.C. 6A:10A-1.1 et seq. *Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts*  
N.J.A.C. 6A:14-4.1 General requirements  
N.J.A.C. 6A:15-1.1et seq. Bilingual education  
See particularly:  
N.J.A.C. 6A:15-1.3, -1.4, -1.5  
N.J.A.C. 6A:30-1.1et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-2.1 Definitions

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*6141 Curriculum design/development  
 6141.1 Experimental/innovative programs  
 \*6142 Subject fields  
 \*6142.2 English as a second language; bilingual/bicultural  
 \*6143 Curriculum guides  
 \*9325.4 Voting method

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

CURRICULUM DESIGN/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; parents/guardians; 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?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Curriculum, Curriculum Design/Development

**Legal References:** N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards  
N.J.A.C. 6A:10A-3.1 et seq. *School district-led standards-based instruction*  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-12.1 Reporting requirements

Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex County

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*2131 Superintendent  
\*5120 Assessment of individual needs  
\*6140 Curriculum adoption  
\*6142 Subject fields  
\*6143 Curriculum guides  
\*6147 Standards of proficiency  
\*6171 Special instructional programs

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

CURRICULUM DESIGN/DEVELOPMENT

Continuous work is required to maintain an up-to-date and effective curriculum in a constantly changing world. Curriculum development projects shall be the task of a curriculum steering committee chaired by the assistant Superintendent for curriculum and instruction. The Board shall take action annually in approving curriculum studies during the summer months.

Membership on the curriculum steering committee shall be comprised of representatives of the professional staff, including Principals, directors, supervisors, coordinators, teachers, department chairmen and counselors. A student delegate and a community delegate shall also be included.

The function of the curriculum steering committee shall be to assist in the development of curriculum and the improvement of instruction in the district schools. Its duties shall include:

1. To prepare recommendations to the Superintendent and administrative council for developing policies pertaining to curriculum development and the improvement of instruction.
2. To continually study the curriculum and make recommendations for its further development.
3. To prepare recommendations for the further improvement of the instructional program.
4. To recommend policies governing the examination and evaluation of the total educational program from kindergarten through adult education.
5. To prepare recommendations of professional growth and inservice education that will assist in the development of greater professional competency among the entire staff.

Adopted: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

**Policy**

---

EXPERIMENTAL/INNOVATIVE PROGRAMS

Pilot projects are to be described as the introduction of educational experiments, in a protected environment, for a period sufficient to test the applicability and validity of the experiment for fulfilling present and future needs of the Camden City Public Schools.

The Superintendent or the Assistant Superintendent for Curriculum and Assessment shall have charge of developing prospective research and experimental projects in the Camden City Public Schools. Any Camden teacher may submit a proposal for such research through his/her Principal and the district's compliance officer/grants staff person. All such proposals must be submitted to the Superintendent or the Assistant Superintendent of Curriculum and Assessment by the district's compliance officer/grants staff person.

The Board shall review all prospective research and experimental projects prior to their undertaking. All pilot programs are subject to annual administrative review to ascertain whether to adopt the program district wide, extend the program or eliminate the program based on research.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Educational Experiments, Experimental Programs, Innovative Programs

**Possible**

**Cross References:** \*2131 Superintendent  
\*5120 Assessment of individual needs  
\*6140 Curriculum adoption  
\*6142 Subject fields  
\*6143 Curriculum guides  
\*6147 Standards of proficiency  
\*6171 Special instructional programs

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The Board directs that no religious belief or nonbelief shall be promoted in the regular curriculum or in district-sponsored courses, programs or activities, and none shall be disparaged.

However, the Board recognizes that a genuine and broad secular program of education is furthered by advancement of pupils' knowledge of our society's cultural and religious heritage. Therefore, the several holidays throughout the year that have both a religious and a secular basis may be recognized in the school by use of material having secular or cultural significance.

The instructional program of the school should inform pupils of the many beliefs and customs stemming from religious, racial, ethnic and cultural heritages. Such instruction should be designed to broaden the pupils' understanding of and tolerance for the multiple ways of life enjoyed by the peoples of the world.

Songs and customs that have come to us from the various ethnic, religious and racial elements of our population should be used to broaden our pupils' awareness of the contributions that each segment has made to the composite American culture.

Music, art, literature and drama having religious themes or bases are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.

The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religions or other symbols that are part of a religious holiday is permitted as a teaching aid or resource, provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.

Any instruction in the school which may be contrary to a pupil's religious beliefs and teachings shall be viewed as optional for the pupil.

The Board shall not prevent, or otherwise deny participation in, constitutionally protected prayer in any district school, consistent with guidance issued by the United States Department of Education and applicable judicial decisions interpreting the religion clauses of the First Amendment of the U.S. Constitution.

This policy supersedes any other Board policy that is inconsistent with it.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Religious Beliefs, Holiday, Religious Symbols

**Legal References:** N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:36-16 Rules regarding religious holidays  
N.J.S.A. 18A:54-20 Powers of Board (county vocational schools)  
N.J.A.C. 6A:8-3.1 Curriculum and instruction  
N.J.A.C. 6A:32-8.3(h) School attendance

U.S.C.A. Const. Amends. 1, 14

No Child Left Behind Act of 2001, Pub. L.107-110, 20 U.S.C.A. 6301 et seq.

20 U.S.C.A. 4071 - 4074 - Equal Access Act

Florey v. Sioux Falls School District, 619 F.2d. 1311 (8th Cir. 1980)

Lynch v. Donnelly, 465 U.S. 668, (1984)

Edwards v. Aguillard, 482 U.S. 578 (1987)

Lee v. Weisman, 505 U.S. 577 (1992)

Cherry Hill Bd. of Ed., 838 F.Supp. 929 (D.N.J. 1993)

American Civil Liberties Union v. Blackhorse Pike Regional Board of Education, 84 F.3d 1471 (3<sup>rd</sup> Cir. 1996)

Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (June 19, 2000)

Good News Club v. Milford Central School, 121 U.S. 2093 (2001)

C.H. v. Oliva, 26 F.ed 198 (3<sup>rd</sup> Cir. 2000) *en banc*, *cert.* denied, June 18, 2001

Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools, United States Department of Education, February 7, 2003

**Possible**

**Cross References:** \*1330 Use of school facilities  
\*5113 Absences and excuses  
\*5127 Commencement activities  
\*5131 Conduct/discipline  
\*6115 Ceremonies and observances  
\*6121 Nondiscrimination/affirmative action  
\*6144 Controversial issues  
\*6161.2 Complaints regarding instructional materials

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The Board has directed that any explanation of the historical and contemporary values of the origin of holidays having both religious and cultural significance must be conducted in an unbiased and objective manner without sectarian indoctrination or disparagement. Therefore:

- A. Customs, music, art, literature and drama from various ethnic, religious and racial elements of our population are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner as approved by the school administration and as a traditional part of the cultural and religious heritage of a particular holiday or culture.
- B. The use of religious symbols such as a cross, emporia, crescent, star of David, crèche, symbols of Native American religions, or other symbols that are part of a religious holiday are permitted as teaching aids or resource; provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Included, but not limited to, are the following holidays: Christmas, Easter, Passover, Hanukkah, Ramadan, St. Valentine's Day, St. Patrick's Day, Thanksgiving and Halloween.
- C. Any activity which may be contrary to a pupil's official religious beliefs and teachings, as verified by parental notification to the school Principal, shall be optional for that student.

Adopted: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

**Policy**

---

SUBJECT FIELDS

The Board of Education directs that the district schools offer a comprehensive curriculum to provide for the intellectual, social and emotional growth of all pupils, pre-kindergarten through grade 12, giving them the basic body of skills, understandings, attitudes and knowledge needed for living in a democracy.

The Board believes this program should focus first on those subjects included in the Core Curriculum Content Standards and the skills emphasized by the Cross-Content Workplace Readiness Standards, in addition to those courses mandated by statute.

The Superintendent shall direct development of and present to the Board for adoption a written curriculum for each element of the instructional program for the district to include:

- A. All courses mandated by New Jersey statute or administrative code;
- B. Such other courses as shall implement the Board's intent as expressed in this policy.

The total curriculum, when adopted, shall be adapted to suit the applicable requirements of the administrative code and shall provide basic, advanced, enriched, or technical instruction or experience to meet the identified needs of the pupils of the district.

A listing of all courses and programs comprising the instructional program shall be available in the district office.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Curriculum, Courses, Subject Fields

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:6-2	Instruction in accident and fire prevention
	<u>N.J.S.A.</u> 18A:6-3	Courses in constitution of United States
	<u>N.J.S.A.</u> 18A:7C-5	Board of education to provide policy on graduation to students and parents
	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:35-4.6 through -4.8	Parents Right to Conscience Act of 1979
	<u>N.J.A.C.</u> 6A:8-3.1	Curriculum and instruction
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:9-1.1 <u>et. seq.</u>	Professional Licensure and Standards
	<u>See particularly:</u>	

Legal References continued:

<u>N.J.A.C.</u> 6A:9-5, -6, -8, -9, -11, -13, -15	
<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
<u>N.J.A.C.</u> 6A:14-4.1	General requirements
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

New Jersey State Board of Education Resolution, September 6, 1989, recommends that each district establish a citizens' advisory group for the implementation of core values of the local community into the district's schools.

Old Bridge Education Association v. Board of Education of the Township of Old Bridge, Middlesex County

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	*2224	Nondiscrimination/affirmative action
	*6121	Nondiscrimination/affirmative action
	*6122	Articulation
	*6140	Curriculum adoption
	*6142.1	Family life education
	*6142.2	English as a second language; bilingual/bicultural
	*6142.4	Physical education and health
	*6142.6	Basic skills
	*6142.9	Arts
	*6142.12	Career education
	*6146	Graduation requirements
	*6147	Standards of proficiency
	*6164.2	Guidance services
	*6171.1	Remedial instruction
	*6171.2	Gifted and talented
	*6171.4	Special education
	*9130	Committees

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

FAMILY LIFE EDUCATION

The Board of Education shall maintain a family life education curriculum that provides material suited to each grade level, presented in a manner intended to foster respect for the human body and an understanding of how human sexuality affects personal and family relationships in conformance with the Core Curriculum Content Standards.

The curriculum, developed under the supervision of the Superintendent with the active participation of teachers, administrators, pupils, parents/guardians, physicians, members of the clergy and representative members of the community, shall be available to all parents/guardians. The Board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials. An outline of the curriculum and list of instructional materials for the grades of their children shall be sent to parents/guardians annually.

The Superintendent shall ensure that the curriculum developed is articulated to that of the elementary school(s), so that the transition from elementary to secondary approaches to this material will be easy for all pupils.

Any pupil whose parent/guardian presents to the school Principal a signed statement that any part of the instruction in health, family life education or sex education is in conflict with their conscience, or moral or religious beliefs, shall be excused from that portion of the course where such instruction is being given, and no penalties as to credit or graduation shall result therefrom.

The Board urges all parents/guardians to become familiar with these courses and to participate in their development.

The Board of Education alone, upon recommendation of the Superintendent, shall determine the content, sequence and materials of family life education.

Adopted:                                 June 24, 1985  
Revised:                                 August 23, 1995  
Readopted:                             August 14, 2007  
NJSBA Review/Update:               March 2009

Key Words

Family Life Education

**Legal References:** N.J.S.A. 18A:35-4.6  
                                  through -4.8                 Parents Right to Conscience Act of 1979  
N.J.S.A. 18A:35-4.19  
                                  through -4.22                 “AIDS Prevention Act of 1999”  
N.J.A.C. 6A:8-3.1                 Curriculum and instruction  
N.J.A.C. 6A:8-4.2                 Documentation of student achievement  
N.J.A.C. 6A:32-12.1               Reporting requirements

Pupil Protection Rights Amendment - 20 U.S.C. 1232h

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*1220      Ad hoc advisory committees  
\*5131.6      Drugs, alcohol, tobacco (substance abuse)  
5141.6      Crisis intervention  
\*6122      Articulation  
\*6140      Curriculum adoption  
\*6142      Subject fields  
\*6142.13      HIV prevention education  
\*9130      Committees

\*Indicates policy is included in the Critical Policy Reference Manual.

## **Policy**

---

### **HIV PREVENTION EDUCATION**

The Board of Education believes HIV education should be integrated into the comprehensive health education curriculum, but may also be applied to other curriculum areas.

The district HIV education program must address, at a minimum, the nature, transmission, prevention and effects of the disease. The program shall be provided through a coordinated sequential elementary and secondary curriculum, taking into consideration the age, growth, development and maturity of the pupils and the subject matter of the course. Development of the program should take into account the instructional needs of all pupils in the district.

The Superintendent shall ensure that the information presented as a part of the HIV prevention education program is articulated in such a way that transition from grade to grade in the elementary schools and from elementary to secondary approaches to the material will be appropriate for all pupils.

The Superintendent shall be responsible for the preparation and development of an HIV prevention education program, with active consultation and participation of an advisory committee consisting of teachers, administrators, parents/guardians, pupils (as appropriate), physicians, members of social and health service agencies, members of the clergy and representative members of the community. The Board shall appoint the members of the committee upon the recommendation of the Superintendent. The advisory committee shall be responsible for reviewing the instructional program and all materials to be used and, through the Superintendent, of recommending same for Board adoption.

Upon request, the HIV education curriculum will be made available to parents/guardians for their review. The Superintendent will establish procedures whereby pupils whose parents/guardians presents to the building Principal a signed statement that a designated part of the instruction is in conflict with his/her conscience, morals or religious beliefs will be excused from that part of the curriculum. An alternative educational opportunity shall be provided during the time a pupil is excused from part or the entire program. The alternative educational opportunity will include topics that do not conflict with the parents/guardians beliefs but fall within the same subject area (i.e., comprehensive health education) as the program from which the pupil is excused. There shall be no loss of class credit or credit toward graduation from such an exemption.

The Superintendent shall ensure that all staff involved in teaching the HIV prevention education program are properly certified for the subject area in which they are teaching and adequately prepared to teach the material. As necessary, appropriate staff training shall be provided.

The Superintendent shall establish a process for evaluating and updating the HIV prevention education program to incorporate new information. Any such revisions shall be implemented after consultation with and review by an advisory committee as described above.

The Board of Education alone, upon the recommendation of the Superintendent, shall determine the content, sequence, and materials of the HIV prevention education program. The Board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials.

Adopted:	June 24, 1985
Revised:	August 23, 1995
Revised:	May 31, 1996
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009
Approved:	June 23, 2009
NJSBA Review/Update:	February 2010
Readopted:	May 25, 2010

**Key Words**

AIDS, HIV Prevention Education

**Legal References:**

<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities;
<u>N.J.S.A.</u> 18A:35-4.7	Adoption of courses of study
<u>N.J.S.A.</u> 18A:35-4.19 through 4:22	Parents statement of conflict with conscience
<u>N.J.S.A.</u> 26:5c-1 <u>et seq.</u>	“AIDS Prevention Act of 1999”
<u>N.J.A.C.</u> 6A:8-3.1(d)	Acquired Immune Deficiency Syndrome
<u>N.J.A.C.</u> 6A:16-2.1(a)7	Curriculum and instruction
<u>N.J.A.C.</u> 8:61-1.1 <u>et seq.</u>	Health services policy and procedure requirements
<u>N.J.A.C.</u> 12:100-4.2	Participation and Attendance at School By Individuals with HIV infection
29 <u>CFR</u> 19910.1030 – Bloodborne Pathogen Standard	Safety and Health Standards for Public Employees (Adoption by reference)
<u>No Child Left Behind Act of 2001</u> , Pub. L., 107-110, 20 <u>U.S.C.A.</u> 6301 <u>et seq.</u>	
<u>S.T. v. Board of Education of the City of Millville</u> , 1986 S.L.D. (December 24), <u>aff’d St. Bd.</u>	

**Possible**

**Cross References:**

*1220	<u>Ad Hoc</u> advisory committee
*4131/4131.1	Staff development; inservice education/visitations/conferences
*5124	Reporting to parents/guardians
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5141	Health
*5141.2	Illness
*5145.4	Equal educational opportunity
*6122	Articulation
*6140	Curriculum adoption
*6141	Curriculum design/development
*6142	Subject fields
*6142.1	Family life education
*6142.4	Physical education and health

**Possible Cross References Cont:**

*6144	Controversial issues
*6146	Graduation requirements
*6161.2	Complaints regarding instructional materials
*6300	Evaluation of the instructional program

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

**ENGLISH AS A SECOND LANGUAGE (ESL); BILINGUAL PROGRAMS**

The Board shall provide English as a second language (ESL) and/or bilingual programs of instruction for pupils who:

- A. Do not speak English and need instruction toward mastery of the English language;
- B. Speak a language other than English, are more capable of performing schoolwork in that language, and need their basic educational program taught in that language.

The Superintendent shall develop procedures in accordance with administrative code to determine which pupils would benefit from ESL and/or bilingual programs and to involve school staff, parents/guardians and community members in reviewing programs to determine which would best meet these pupils' needs.

The goal of ESL programs is to assist pupils to achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English. The goal of the bilingual program is to permit pupils to learn subject matter in their primary language while developing English language skills. The goal of all such programs shall be achievement of the Core Curriculum Content Standards.

All district high school students of limited English proficiency shall satisfy both state and district requirements for graduation, except that any English Language Learner (ELL) student may demonstrate attainment of state minimum levels of proficiency through passage of the Alternative High School Assessment (AHSA) process in his/her native language and an English fluency assessment approved by the Department of Education or passage of the AHSA process in English with appropriate accommodations.

Parents/guardians of pupils of limited English speaking ability shall be notified by mail of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services education program. This written notice shall include the information that the parents may choose to decline to enroll their child into the bilingual program.

Communication with parents/guardians of pupils in these programs shall be in writing and in both English and their primary speaking language. Reports of pupil progress shall be made to parents/guardians on the same schedule as reports of pupils in the regular program.

The Superintendent shall direct development of an annual plan for ESL and/or bilingual education that is in compliance with state guidelines. The Board will review and approve the plan at a public meeting. The board must adopt the courses of study for ESL and bilingual programs in the same manner in which it adopts the curriculum for the regular program. In order to receive the state-endorsed high school diploma, English Language Learner (ELL) pupils must meet the district's graduation requirements.

Pupils enrolled in district bilingual or ESL programs shall be assessed annually for exit from such programs, using indicators described in the administrative code. Whenever it is determined that a pupil should exit from the bilingual program, parents/guardians shall be notified by mail.

Parents/guardians may remove a pupil who is enrolled in a bilingual education program at any time; except that during the first three years of the pupil's participation in a bilingual education program, he/she may only be removed at the end of each school year. Removal prior to the end of the school year shall be approved by the executive county superintendent. If the executive county superintendent determines that the pupil should

remain in the bilingual education program until the end of the school year, the parents/guardians may appeal that decision to the commissioner of education/designee pursuant to law. The commissioner shall render a decision within thirty (30) days of the filing of the appeal.

The Board may petition the commissioner of education to waive the requirement for a full-time bilingual program when it can demonstrate that it would be impractical to provide such a program, due to the age range, grade span or geographic location of the eligible pupils.

\*Note: "ELL" means English language learner, indicating a person who is in the process of acquiring English and has a first language other than English. English language learners are the same students who are sometimes referred to as limited English proficient (LEP).

Adopted:	June 24, 1985
Revised:	August 23, 1995
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009
Revised:	March 22, 2011

Key Words: English as a Second Language, Bilingual Programs, ESL

Legal References:

<u>N.J.S.A. 18A:35-15 et seq.</u>	Bilingual education programs
<u>N.J.A.C. 6A:5-1.1 et seq.</u>	Regulatory Equivalency and Waiver
<u>N.J.A.C. 6A:8-1.3</u>	Definitions
<u>N.J.A.C. 6A:8-4.1</u>	Statewide assessment system
<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
<u>N.J.A.C. 6A:9-1.1 et seq.</u>	Professional Licensure and Standards

See particularly:

<u>N.J.A.C. 6A:9-11.4, -11.5</u>	
<u>N.J.A.C. 6A:15-1.1 et seq.</u>	Bilingual Education

See particularly:

<u>N.J.A.C. 6A:15-1.4</u>	
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts

See particularly:

<u>N.J.A.C. 6A:30-2.2</u>	
<u>N.J.A.C. 6A:32-2.1</u>	Definitions
<u>N.J.A.C. 6A:32-12.1</u>	Reporting requirements
<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services

No Child Left Behind Act of 2001, PL 107-110, 20 U.S.C.A. 6301 et seq.

Possible Cross References:

*5120	Assessment of individual needs
*5124	Reporting to parents/guardians
*6121	Nondiscrimination/affirmative action
*6146	Graduation requirements
*6147	Standards of proficiency
*6147.1	Evaluation of individual student performance
*6171.2	Gifted and talented
*6171.3	At-risk and Title 1

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

*NOTE: INCLUSION OF POLICY ON DATING VIOLENCE IS MANDATED FOR GRADES 7 THROUGH 12*

**PHYSICAL EDUCATION AND HEALTH**

The Board directs that the district's curricular and extracurricular programs of physical education and activities comply with the district's affirmative action resolution and equity plan for school and classroom practices as stipulated in policies 2224, 5145.4, 6121 and 6145 in this manual. The Board shall ensure that the comprehensive health and physical education curriculum addresses all elements required by the Core Curriculum Content Standards.

**General Provisions**

In general, physical education classes shall not be divided on the basis of sex. The quality and quantity of teachers, equipment and facilities shall be equivalent among the schools and comparable from level to level, taking into account the needs of the pupils.

Members of district interscholastic athletic teams may be excused from participation in the physical activities part of their physical education program without loss of graduation credit on the request of their coach on any day on which they are designated to participate in a regularly scheduled game. The Superintendent shall approve procedures by which coaches will inform the physical education department, on the day in question, of the specific pupils to be excused. Such pupils shall be scheduled for a study hall period instead.

The Board will consider on a case-by-case basis requests from pupils or their parents/guardians in the case of minors for permission to satisfy the physical education requirement through an alternative program of athletics or physical education activities that meets the requirements of law and is consistent with the district's physical education program goals and instructional objectives.

**Dating Violence**

For students in grades 7 through 12, physical education and health curriculum will include the topic of dating violence. "Dating violence" means a pattern of behavior where one person threatens to use, or actually uses physical, sexual, verbal, or emotional abuse to control a dating partner.

The dating violence education shall include information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Upon written request to the school principal, a parent/legal guardian of a student less than 18 years of age shall be permitted within a reasonable period of time after the request is made, to examine the dating violence education program instruction materials developed by the school district.

The purpose of the dating violence information is to help prevent dating situations from becoming unsafe and to help educate young people on constructive ways to resolve conflicts in personal relationship.

To be consistent with P.L. 2011, c. 64, school policy, procedures and curriculum will include the following information:

- A. Dating violence will not be tolerated;
- B. Dating violence reporting procedures;
- C. Guidelines for responding to at-school incidents of dating violence;
- D. Discipline procedures specific to at-school incidents of dating violence;
- E. Warning signs of dating violence; and
- F. Information on safe, appropriate school, family, peer, and community resources available to address dating violence shall also be included within the curriculum.

Adopted: October 23, 1995  
Revised: October 28, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009  
Revised: June 28, 2011

**Key Words:**

Nondiscrimination, Physical Education, Health, Affirmative Action, Dating Violence

**Legal References:**

N.J.S.A. 18A:6-111 et seq. Instruction in Suicide Prevention

**See particularly:**

<u>N.J.S.A. 18A:6-113</u>	Instruction in suicide prevention in public school curriculum
<u>N.J.S.A. 18A:35-4.19 through -4.22</u>	<u>AIDS Prevention Act of 1999</u>
<u>N.J.S.A. 18A:35-4.23a</u>	Dating violence into health education curriculum
<u>N.J.S.A. 18A:35-5 through -9</u>	Maintenance of physical training courses; features
<u>N.J.S.A. 18A:37-33 to 37</u>	Dating violence policy and education
<u>N.J.A.C. 6A:7-1.7</u>	Equality in school and classroom practices
<u>N.J.A.C. 6A:8-3.1</u>	Curriculum and instruction
<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
<u>N.J.A.C. 6A:9-5.19</u>	Athletics Personnel
<u>N.J.A.C. 6A:9-11.8</u>	Health and physical education
<u>N.J.A.C. 6A:16-2.1 et seq.</u>	General Provisions for School Health Services

**See particularly:**

N.J.A.C. 6A:16-2.2  
N.J.A.C. 6A:32-9.1 Athletics Procedures

20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972

The Comprehensive Equity Plan, New Jersey State Department of Education

**Possible Cross References:**

\*2224 Nondiscrimination/affirmative action

\*5145.4 Equal educational opportunity

\*6121 Nondiscrimination/affirmative action

\*6142 Subject fields

\*6145.1/6145.2 Intramural competition; interscholastic competition

\*6146 Graduation requirements



**Policy**

---

BASIC SKILLS

In order to provide district pupils with the basic tools necessary for achievement of the Core Curriculum Content Standards, the Board directs development of strong basic skills courses at all levels of the schools.

The Superintendent shall work with staff to:

- A. Infuse instruction in basic skills into courses of study at all grade levels and ensure the articulation of those skills from grade to grade.
- B. Actively seek innovative and remedial programs to ensure that all district pupils acquire the basic skills suited to their grade level and capacity.

The district shall administer state tests as required by law and code and may administer standardized tests as appropriate to determine student achievement levels in basic skills. A child shall participate in a remedial education program as long as he/she does not meet minimum proficiency levels.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Basic Skills, Remedial Education

**Legal References:** N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures  
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment  
See particularly:  
N.J.A.C. 6A:8-3.1, -4.1  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Hawkins-Stafford Elementary and Secondary Schools Improvement Amendments of 1988 (P.L. 100-297)

**Possible**

**Cross References:** \*6122 Articulation  
\*6140 Curriculum adoption  
\*6141 Curriculum design/development  
\*6142 Subject fields  
\*6142.2 English as a second language; bilingual/bicultural  
\*6146 Graduation requirements  
\*6171.1 Remedial instruction  
\*6171.3 At-risk and Title 1  
\*6171.4 Special education

**Policy**

---

ARTS

The Superintendent shall ensure that curriculum in the arts, including both visual and performing, are developed appropriately for each grade level.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Art Curriculum, Arts

**Legal References:** N.J.S.A. 18A:7F-4 Periodic review of Core Curriculum Content Standard by state Board; establishment of thoroughness and efficiency standards and cost per pupil  
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study  
N.J.A.C. 6A:8-1.3 Definitions  
N.J.A.C. 6A:8-3.1 Curriculum and instruction  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*6010 Goals and objectives  
\*6140 Curriculum adoption  
\*6142 Subject fields

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

**TECHNOLOGY**

The Board shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of the Core Curriculum Content Standards.

**ACCEPTABLE USE OF THE INTERNET**

Purpose

To support its commitment to providing avenues of access to the universe of information available, the district's system of electronic communication shall include access to the Internet for students and staff.

Limitation of Liability

The Internet constitutes an unregulated collection of resources that change constantly, so it is not possible to totally predict or control the resources that users may locate. The Board cannot guarantee the accuracy of the information or the appropriateness of materials that a user may encounter. Furthermore, the Board shall not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. Nor shall the Board be responsible for financial obligations arising through the unauthorized use of the system.

District Rights and Responsibilities

The computer system is the property of the district, and all computer software and hardware belong to it. Therefore, the district retains the right to monitor all access to and use of the Internet.

The Board designates the Superintendent as the coordinator of the district system. He/she shall recommend to the Board of Education qualified staff persons to ensure provision of individual and class accounts necessary for access to the Internet, designation of quotas for disk usage on the system, establishment of a document retention schedule, establishment of a virus protection process and coordination of other activities as required to maintain the system.

Each Principal shall coordinate the district system in his/her building by approving all activities for that building; ensuring that teachers receive proper training in the use of the system; ensuring that students are adequately supervised when using the system; maintaining executed user agreements; and interpreting this acceptable use policy at the building level.

Access to the System

This acceptable use policy shall govern all use of the system. Sanctions for student misuse of the system shall be included in the disciplinary code for students, as set out in regulations for policy 5131 Conduct/Discipline. Employee misuse may result in appropriate discipline in accord with the collective bargaining agreement and applicable laws and regulations.

The Board shall ensure the acquisition and installation of blocking/filtering software to deny access to certain areas of the Internet.

#### World Wide Web

All students and employees of the Board shall have access to the Web through the district's networked or stand alone computers. An agreement shall be required. To deny a child access, parents/guardians must notify the Principal in writing.

#### Classroom E-mail Accounts

Students in grades K-8 shall be granted e-mail access through classroom accounts only. To deny a child access to a classroom account, parents/guardians must notify the Principal in writing.

#### Individual E-mail Accounts for Students

Students in grades K-8 may have individual accounts at the request of teachers and with the consent of parents/guardians. An individual account for any such student shall require an agreement signed by the student and his/her parent/guardian.

Students in grades 9-12 may be granted individual e-mail accounts and dial-up access to the system. An agreement shall be required for an individual e-mail account and must be signed by the student and his/her parent/guardian.

#### Individual E-mail Accounts for District Employees

District employees shall be provided with an individual account and dial-up access to the system. An agreement shall not be required.

#### Supervision of Students

Student use of the Internet shall be supervised by qualified staff.

#### District Web Site

The Board authorizes the Superintendent to establish and maintain a district web site. The purpose of the web site will be to inform the district educational community of district programs, policies and practices.

Individual schools and classes may also establish web sites that include information on the activities of that school or class. The Principal shall oversee these web sites.

The Superintendent shall publish and disseminate guidelines on acceptable material for these web sites. The Superintendent shall also ensure that district and school web sites do not disclose personally identifiable information about students without prior written consent from parents/guardians. Consent shall be obtained on the form developed by the state department of education. "Personally identifiable information" refers to student names, photos, addresses, e-mail addresses, phone numbers and locations and times of class trips.

#### Parental Notification and Responsibility

The Superintendent shall ensure that parents/guardians are notified about the district network and the rules governing its use. Parents/guardians shall sign an agreement to allow their child(ren) to have an individual account. Parents/guardians who do not wish their child(ren) to have access to the Internet must notify the Principal in writing.

## Acceptable Use

### Student Safety Practices

Students shall not post personal contact information about themselves or others. Nor shall students engage in any kind of personal contact with individuals they meet online. Attempts at contact from such individuals shall be reported immediately to the staff person monitoring that child's access to the Internet. Personal contact information includes but is not limited to names, home/school/work addresses, telephone numbers, or personal photographs.

### Prohibited Activities

Users shall not attempt to gain unauthorized access to the district system or to any other computer system through the district system, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.

Users shall not deliberately attempt to disrupt the district's computer system performance or destroy data by spreading computer viruses, worms, "Trojan Horses," trap door program codes or any similar product that can damage computer systems, firewalls, servers or network systems.

Users shall not use the district system to engage in illegal activities.

Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.

Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.

Users shall not infringe on copyrighted material and shall follow all dictates of copyright law and the applicable policies of this district.

### Prohibited Language

Prohibited language applies to public messages, private messages, and material posted on web pages.

Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language.

Users shall not use the system to spread messages that can reasonably be interpreted as harassing, discriminatory or defamatory.

### System Security

Users are responsible for their accounts and should take all reasonable precautions to prevent unauthorized access to them. In no case should a user provide his/her password to another individual.

Users shall immediately notify the supervising staff person or data processing department if they detect a possible security problem. Users shall not access the system solely for the purpose of searching for security problems.

Users shall not install or download software or other applications without permission of the supervising staff person.

Users shall follow all district virus protection procedures when installing or downloading approved software.

### System Limits

Users shall access the system only for educational, professional or career development activities. This applies to discussion group mail lists, instant message services and participation in Internet "chat room" conversations.

Users shall check e-mail frequently and delete messages promptly.

### Privacy Rights

Users shall respect the privacy of messages that they receive and refrain from reposting messages without the approval of the sender.

Users shall not publish private information about another individual.

### Implementation

The Superintendent shall prepare regulations to implement this policy.

Adopted:	June 24, 1985
Revised:	April 27, 1994
Revised:	January 30, 1995
Revised:	August 23, 1995
Revised:	May 31, 1996
Revised:	December 15, 1997
Revised:	March 29, 1999
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

### Key Words

Acceptable Use, Blocking/Filtering Software, E-mail, Internet, Technology, Web Site, World Wide Web

<b><u>Legal References:</u></b>	N.J.S.A. 2A:38A-1 et seq.	Computer System
	N.J.S.A. 2C:20-25	Computer Related Theft
	N.J.S.A. 18A:7A-11	Annual report of local school district; contents; annual report of commissioner; report on improvement of basic skills
	N.J.S.A. 18A:36-35	School Internet websites; disclosure of certain student information prohibited
	N.J.A.C. 6A:10A-1.1 et seq	Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts

See particularly:

N.J.A.C. 6A:10A, Appendix A  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

17 U.S.C. 101 United States Copyright Law

47 U.S.C. 254(h) Children's Internet Protection Act

N.J. v. T.L.O. 469 U.S. 325 (1985)

O'Connor v. Ortega 480 U.S. 709 (1987)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:**

*1111	District publications
*3514	Equipment
3543	Office services
3544	*3570 District records and reports
4118.2/4218.2	Freedom of speech (staff)
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5131	Conduct/discipline
*5131.5	Vandalism/violence
*5142	Pupil safety
5145.2	Freedom of speech/expression (students)
*6144	Controversial issues
*6145.3	Publications
6161	Equipment, books and materials

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

COMPUTERS

Individuals shall only use accounts, files, software and computer resources authorized for their use. Individuals shall take precautions to protect their user identification (user ID) and password, as each person is responsible for all activities that occur under their account.

**Individuals shall not:**

1. Make unauthorized copies of any copyrighted software or data;
2. Attempt to modify system facilities, data, or configurations;
3. Change the restrictions associated with their accounts;
4. Breach security systems, with or without malicious intent;
5. Use another person's user-ID, password, files, system or data without permission; or
6. Use other Board of Education computers for playing games except for instructional purposes.

**Users shall:**

1. Respect the privacy of all data on the computer system, even when that information is not securely protected;
2. Respect the finite capacity of the system and thus limit use so as not to interfere unreasonably with the activities of other users;
3. Respect the procedures established to manage the use of the system; and
4. Access only one's own files and data, or data that is publicly available, or to which one has been given authorized use.

All Camden City Public Schools' use of computer software shall scrupulously observe the copyright laws.

Computers for Board Members

Board members wishing to obtain a computer shall obtain a Computer Order Form from the Board Secretary/Business Administrator, 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, & 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 , & Technology.

The Business Administrator/Board Secretary shall make arrangement for the pickup of all loaned Board computer systems, supplies, and equipment within 14 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 home to return to the material to the district.

Former Board Members shall be permitted to purchase the system at fair market value upon written notification to the Business Administrator/ Board Secretary, prior to pick up.

Adopted:	January 30, 1995
Revised:	December 15, 1997
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Policy**

---

**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 students. 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 students to facilitate career awareness, exploration, and preparation in accordance with N.J.A.C. 6A:8-3.2. This program shall:

- A. Be linked to the Core Curriculum Content Standards;
- B. Be infused throughout the K-12 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 student;
- E. Assist students in making and implementing informed educational and career choices, including opportunities to change career focus;
- F. Develop the student's understanding of the relationship between academic attainment, career development, and personal/social development;
- G. Encourage students to create and maintain portfolios consisting of student accomplishments in academic and career oriented work; and
- H. Ensure that students with disabilities (age 14 or younger), if determined appropriate by IEP, have career and academic counseling coordinated with transitional services in accordance with N.J.A.C. 6A:14-3.7.

The Board shall develop and implement curriculum and instructional methods that:

- A. Are integrated with technological literacy;
- B. Provide all students with an understanding of the career application of knowledge and skills learned in the classroom; and
- C. Provide all students 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 students 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 student 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 students 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 students 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 CCCS particularly in the areas of career education; consumer, family and life skills; and technological literacy;
- B. Provide that students are supervised by school personnel in accordance with the requirements identified in the Professional Licensure and Standards rules at N.J.A.C. 6A:9-13.19 through 13.22;
- 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 students have access to career and technical instruction the board shall:

- A. Guarantee all students 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 students 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 students 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 students in local districts in grades six through 12.

### **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 occupation;

- 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 and 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 students qualify for admission to classes;
- C. Determine the content and organization of courses and curricula;
- D. Provide career and technical education for students with disabilities in accordance with the student's individual education plan;
- E. Include special education programs and services designed to enable academically or economically limited students or students with disabilities to achieve the career and technical education programs' objectives;
- F. Provide academically or economically limited students or students 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 students 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 students or students 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 N.J.A.C. 6A:9-5.1, in the following areas:

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

The Board of Education shall make continuous and significant improvement in career and technical achievement of career and technical education students, 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.

Adopted:	June 24, 1985
Revised:	August 23, 1995
Revised:	May 31, 1996
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009
Revised:	March 22, 2011

#### Key Words

Career Education, Career and Technical Education, Technical Education

#### Legal References:

<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:38-36	Employment certificates to part-time pupils; revocation
<u>N.J.S.A.</u> 18A:40-12.1, -12.2	Protective eye devices required for teachers, pupils and visitors in certain cases
<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.S.A.</u> 18A:54E-1 through -5	Business and school partnerships
<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practices
<u>N.J.A.C.</u> 6A:8-2.2	Authority for the state plan for vocational education
<u>N.J.A.C.</u> 6A:8-3.2	Career education and counseling
<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
<u>N.J.A.C.</u> 6A:9-1.1 <u>et seq.</u>	Professional Licensure and Standards

#### See particularly:

<u>N.J.A.C.</u> 6A:9-11.2, -13.19 through -13.22	
<u>N.J.A.C.</u> 6A:19-1.1 <u>et seq.</u>	Career and technical education programs and standards

#### See particularly:

<u>N.J.A.C.</u> 6A:19-1.2, -2.1, -2.3, -3.1, -5.1, -5.2, -6.1, -6.5, -6.7, -6.8	
<u>N.J.A.C.</u> 6A:23A-17.4	Method of determining tuition rates for county vocational schools
<u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u>	Operation and Maintenance of Facilities

#### See particularly:

<u>N.J.A.C.</u> 6A:26-12.2, -12.5	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

New Jersey Cross-Content Workplace Readiness Curriculum Framework: A Road Map for Learning, NJDOE,  
<http://www.nj.gov/education/frameworks/ccwr/> Appendix B

Possible Cross References:

*3220/3230	State funds; federal funds
*3516	Safety
*5142	Pupil safety
*5145.4	Equal educational opportunity
*6010	Goals and objectives
*6121	Nondiscrimination/affirmative action
*6141	Curriculum design/development
*6142.2	English as a second language; bilingual/bicultural

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

CAREER EDUCATION

**A. General Objectives**

The program is designed to:

1. Develop an awareness of the scope and nature of the accident problem;
2. Develop a permanent safety consciousness through doing things the safe way;
3. Develop an awareness on the part of the individual of his/her responsibility for his/her own safety and the safety of others;
4. Promote individual research and evaluation in the area of safety;
5. Develop the ability to recognize potential hazards and take appropriate measures to avoid or eliminate them;
6. Assist individuals in learning safety practices that can be integrated into their day-to-day activities;
7. Develop safety awareness.

**B. Principal's Responsibility**

The Principal is charged with the responsibility for the administration and supervision of any safety program within the school. This safety program shall provide for the maintenance of equipment, and for the enforcement of any policy, rules and regulations established by the Board of Education and by any state or federal laws. It is the Principal's duty to be ever vigilant in the matter of safety and to make it a subject of conferences with the teachers.

Assignment of Teachers:

In carrying out his/her responsibilities, the Principal will assign to industrial arts classes only teachers with appropriate credentials, background and training, who are familiar with the situations that may arise in a class and who are prepared to guard against potential hazards.

**C. Class Size**

State Department of Education recommendations are used as a basis for determining maximum class size for any class equipped with powered machinery. Mechanical drawing students are assigned according to available work stations.

**D. Grade Levels**

In assigning students, the spread of grade levels and the grouping in any one class shall be minimized as much as possible.

## **E. Preparation of Safety Materials**

The teacher, under the supervision and with the approval of the Principal, shall arrange for the reproduction of safety instructions and tests to be used in the program of safety instruction. The course of study will serve as a guide and reference in the preparation of safety instructional materials.

## **F. Reporting Hazardous Conditions**

Every teacher shall report immediately to the Principal or assistant Principal any hazardous conditions involving the physical plant or the classroom and its surroundings.

## **G. Safety Instruction**

### **1. The Teacher**

The teacher shall be responsible for the safety of those working in his/her classroom/shop, for safety instructions, for supervision of student activities, condition of materials and equipment, general working environment, good housekeeping, and enforcement of safety rules and regulations.

### **2. Safety Instruction for Students**

Written safety instructions shall be used in the instructional program to cover the safe use of tools and equipment in every classroom. The teacher must prepare the safety instructions for duplication; distribute the safety instructions to each student; and explain their use and meaning. The teacher shall keep a record of such distribution including the date of receipt by each student.

### **3. Safety Evaluation and Testing**

Every student enrolled in an industrial arts course must be evaluated on his/her knowledge and understanding of these safety instructions. A record of these evaluations/tests must be kept for a period of at least 90 days after the class has been terminated. If a claim arising from an injury is filed within 90 days after the injury, all evidence and other material relating to the safety instruction of the entire class, as well as that of the injured student, shall be made available.

### **4. No Activity in Class Without a Teacher**

No physical activity shall be permitted in a class/shop without a certified instructor/teacher present. This applies to the presence of a student in a classroom at any time whether during scheduled class periods or not. Students are requested to remain seated and await instructions to perform any physical activity or use tools and equipment.

In case of emergencies where the regular teacher must leave the classroom, he/she must not do so until a relief takes charge, the power-driven machinery is stopped, the source of power is locked in an "off" position, and the students are given assignments that will ensure their individual and group safety.

### **5. Permission to Operate Machinery**

Students must have the approval of the teacher to operate power-driven and hazardous equipment. Teachers are responsible for checking the student's work and the machine set-up before granting approval to start the machine.

6. Use of Power-driven Machines by Students

No student shall be required to operate a power-driven machine. If a student desires to be excused from operating any power-driven machine, he/she should inform the teacher.

7. Pupils Constituting a Hazard

Students whose conduct or reactions in a shop constitute a persistent hazard to their own safety or to the safety of others shall be reported in writing with full particulars and recommendations to the department supervisor and the Principal. Such students may be removed from the class, either on a temporary basis or permanently.

8. Record of Injury

A record of injury must be made the day of the injury on the appropriate form from the nurse's office.

9. Eye Protection

All students engage in any activity where eye hazards from flying particles or corrosive substances exist shall be supplied with and shall use suitable eye protection. After being used by one student, goggles and safety glasses (or eye shields) shall be sterilized in an approved cabinet before being assigned to other students.

Safety glasses shall meet or exceed the requirements stipulated in the American Standards Association Code (Z2.1-1959).

Safety glasses shall be stored in a cabinet with adequate sanitizing facilities.

All cases of eye accidents shall be reported to the school nurse and the needed records maintained.

Copies of the district's detailed eye-protection regulations shall be posted in each affected area, shop and classroom.

10. Authorized Equipment

11. Safety Signs

Every power-driven machine shall have displayed on it in a conspicuous place a safety sign informing the student that he/she must have the teacher's approval to operate the machine.

12. Machine Guards

Machines shall be properly guarded. Approved guards shall be kept in operating positions at all times except for special operations approved and supervised by the teacher.

13. Machine Out of Order

When a machine is out of order, under repair, or otherwise in any unsafe operating condition, the power shall be turned off at the control panel, and provision shall be made so that no student can operate the machine until it has been repaired, tested, and approved for operation by the teacher.

## **H. Specific Course Practices and Safety Precautions**

Specific statements of practices and precautions required for the safe operation of machines within each separate course in industrial arts are outlined in individual courses of studies. All courses of study in industrial arts must be submitted to and approved by the Board of Education and the State Department of Education.

### **I. Plan for Periodic Inspection and Maintenance**

1. Determine Which Machines or Equipment Require Inspection
  - a. Each industrial arts shop/classroom will develop a check list for power- driven tools and machines and any other manually operated equipment.
  - b. Inspections will be made by visual and operational examination.
  - c. If during an inspection, a machine or piece of equipment is found to be defective, the teacher will place the machine or piece of equipment in an "out-of-service" category and take the necessary steps to perform required service or maintenance.
  - d. Teachers in all machine-equipped areas will make a minimum of three inspections at the beginning, middle, and end of the school year.
2. Inspection and Maintenance of Eye Safety Equipment
  - a. Sufficient eye safety equipment will be made available in each industrial arts classroom or shop.
  - b. Students should inform teachers of defective or damaged eye safety equipment. This equipment should be replaced or repaired immediately.

Adopted:	June 24, 1985
Revised:	August 23, 1995
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Policy**

---

HIV PREVENTION EDUCATION

The Board of Education believes HIV education should be integrated into the comprehensive health education curriculum, but may also be applied to other curriculum areas.

The district HIV education program must address, at a minimum, the nature, transmission, prevention and effects of the disease. The program shall be provided through a coordinated sequential elementary and secondary curriculum, taking into consideration the age, growth, development and maturity of the pupils and the subject matter of the course. Development of the program should take into account the instructional needs of all pupils in the district.

The Superintendent shall ensure that the information presented as a part of the HIV prevention education program is articulated in such a way that transition from grade to grade in the elementary schools and from elementary to secondary approaches to the material will be appropriate for all pupils.

The Superintendent shall be responsible for the preparation and development of an HIV prevention education program, with active consultation and participation of an advisory committee consisting of teachers, administrators, parents/guardians, pupils (as appropriate), physicians, members of social and health service agencies, members of the clergy and representative members of the community. The Board shall appoint the members of the committee upon the recommendation of the Superintendent. The advisory committee shall be responsible for reviewing the instructional program and all materials to be used and, through the Superintendent, of recommending same for Board adoption.

The Superintendent shall ensure that all staff involved in teaching the HIV prevention education program are properly certified for the subject area in which they are teaching and adequately prepared to teach the material. As necessary, appropriate staff training shall be provided.

The Superintendent shall establish a process for evaluating and updating the HIV prevention education program to incorporate new information. Any such revisions shall be implemented after consultation with and review by an advisory committee as described above.

The Board of Education alone, upon the recommendation of the Superintendent, shall determine the content, sequence, and materials of the HIV prevention education program. The Board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

AIDS, HIV Prevention Education

**Legal References:** N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study

N.J.S.A. 18A:35-4.7 Parents statement of conflict with conscience

N.J.S.A. 18A:35-4.19 through-4.22 "AIDS Prevention Act of 1999"

N.J.S.A. 26:5c-1 et seq. Acquired Immune Deficiency Syndrome

N.J.A.C. 6A:8-3.1(d) Curriculum and instruction

N.J.A.C. 6A:16-2.1(a)7 Health services policy and procedure requirements

N.J.A.C. 8:61-1.1 et seq. Participation and Attendance at School by Individuals with HIV Infection

N.J.A.C. 12:100-4.2 Safety and Health Standards for Public Employees (Adoption by reference)

29 CFR 19910.1030 - Bloodborne Pathogen Standard

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

S. T. v. Board of Education of the City of Millville, 1986 S.L.D. (December 24), aff'd St. Bd.

**Possible**

**Cross References:** \*1220 Ad hoc advisory committees

\*4131/4131.1 Staff development; inservice education/visitations/conferences

\*5124 Reporting to parents/guardians

\*5131.6 Drugs, alcohol, tobacco (substance abuse)

\*5141 Health

\*5141.2 Illness

\*5145.4 Equal educational opportunity

\*6122 Articulation

\*6140 Curriculum adoption

\*6141 Curriculum design/development

\*6142 Subject fields

\*6142.1 Family life education

\*6142.4 Physical education and health

\*6144 Controversial issues

\*6146 Graduation requirements

\*6161.2 Complaints regarding instructional materials

\*6300 Evaluation of the instructional program

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

CURRICULUM GUIDES

The Superintendent 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: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Curriculum, Curriculum Guides, Subject Fields

**Legal References:** N.J.A.C. 6A:8-1.3 Definitions  
N.J.A.C. 6A:8-2.1 et seq. The Core Curriculum Content Standards  
N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards  
N.J.A.C. 6A:8-5.1 Graduation requirements  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*6122 Articulation  
\*6140 Curriculum adoption  
\*6141 Curriculum design/development  
\*6142 Subject fields  
\*6142.2 English as a second language; bilingual/bicultural  
\*6147 Standards of proficiency

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

LESSON PLANS

All teachers are required to maintain and use an updated curriculum guide for preparation of lesson plans for each subject taught. Lesson plans must include objectives which specify what pupils should know, or be able to do, at the completion of that lesson. Lesson plans should be prepared in enough detail with enough clarity to enable a substitute teacher to carry on the program during the absence of a teacher.

When the teacher plans to use materials not included in the curriculum guide, he/she should list these materials in the lesson plan.

The Principal shall check lesson plans on a regular basis.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Lesson Plans, Curriculum Guides, Curriculum

**Legal References:** N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:54-20 Powers of Board (county vocational schools)  
N.J.A.C. 6A:8-2.1 et seq. The Core Curriculum Content Standards  
N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*4115 Supervision  
\*4116 Evaluation  
\*4121 Substitute teachers  
\*6010 Goals and objectives  
\*6142 Subject fields  
\*6143 Curriculum guides

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

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;
- 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;
- D. Present any one opinion as definitive.

If teachers wish to supplement the course 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 and chief school administrator first. In doubtful cases, the chief school administrator may present the matter for board consideration. The building 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.



**Policy**

---

EXTRACURRICULAR 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 extracurricular 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;
- 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, "extracurricular 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 Superintendent shall prepare procedures to implement an extracurricular program which shall:

- A. Assess the needs and interests of the pupils of this district;
- 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 extracurricular program and staff;
- F. Ensure that all extracurricular 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 parents/guardians and the pupil. Guidance is necessary to encourage nonparticipants, 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 extracurricular groups must be approved by the Board.

All pupils in good disciplinary and academic standing shall have equal access to all extracurricular 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 (3) 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 extracurricular 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 extracurricular 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 12, means successful completion of the previous year's requirements, with no failures. In addition, the previous year's requirements are:

- A. For grade 10, completion in grade nine of at least 1/4 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 11, completion in grade 10 of the same requirements as in "A" above;
- C. For grade 12, completion in grade 11 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 12 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", may request consideration to participate in extracurricular activities at the beginning of the second semester.

#### Attendance

The district's attendance policy shall also apply.

## 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: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

## Key Words

Extracurricular Activities, Cocurricular Activities, Student Activities, Pupil Activities

**Legal References:** N.J.S.A. 10:5-1 et seq. Law Against Discrimination  
N.J.S.A. 18A:11-3 Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals  
N.J.S.A. 18A:19-14 Funds derived from pupil activities  
N.J.S.A. 18A:35-20 Participation in courses in which verbalization unessential to understanding of subject matter; location of and children in bilingual programs  
N.J.S.A. 18A:42-5, -6 Certain student organizations declared harmful ...  
N.J.S.A. 34:13A-1 et seq. New Jersey Employer-Employee Relations Act  
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education  
N.J.A.C. 6A:8-3.2 Career education and counseling  
N.J.A.C. 6A:9-5.19 Athletics personnel  
N.J.A.C. 6A:16-2.2 Required health services  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-9.1 et seq. Athletics Procedures  
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

20 U.S.C.A. 4071-4074 - Equal Access Act

20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972

Krupp v. Bd. of Ed. of Union County Reg. H.S. Dist. #1, 278 N.J. Super. 31 (App. Div. 1994) cert. den. 140 N.J. 277 (1994)

Good News Club v. Milford Central School, 121 U.S. 2093 (2001)

NJSIAA Constitution, Bylaws, Rules and Regulations

Manual for the Evaluation of Local School Districts

## **Possible**

**Cross References:** 1210 Community organizations  
1320 Participation in out of school community activities  
\*1322 Contests for pupils  
\*2224 Nondiscrimination/affirmative action  
\*3453 School activity funds  
4143 Extra pay for extra work

**Possible**

**Cross References Cont.:**

*5113	Absences and excuses
*5126	Awards for achievement
*5131	Conduct/discipline
*5136	Fund-raising activities
5143	Insurance
*5145.4	Equal educational opportunity
*6010	Goals and objectives
*6142	Subject fields
6142.5	Travel and exchange programs
*6142.12	Career education
*6145.1/6145.2	Intramural competition; interscholastic competition
6145.4	Public performances and exhibitions
6145.5	Student organizations
6145.7	Social events/meetings
*6146	Graduation requirements
*6153	Field trips

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

**INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION**

The Board considers all competitive extracurricular 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 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 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 extracurricular 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/guardian naming the activity and acknowledging that the activity may be hazardous.

### **Academic Eligibility**

Academic standards for eligibility shall be those established by policy 6145 Extracurricular Activities.

### **Attendance Standards**

Students 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 policy 5113 Absences and Excuses. 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 student's absences.

### **Intra-District Transfers - Eligibility**

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

The athletic eligibility of students 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 student permission to participate in interscholastic completion upon written approval from the NJSIAA.

### **Disciplinary**

Disciplinary standards are based on Board policies 5114 Suspension and Expulsion and 5131 Conduct/Discipline. 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 12 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 60 days prior to the first practice session of the first sport participated in. The medical examination shall be given at the student's medical home, as defined in file code 5141.3 Health examinations and immunizations. If a student 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 parents/guardians 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/guardian 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/guardian 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 hepatomegaly, 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 tests, abnormal masses or configurations, or hernia;
14. Assessment of physiological maturation;
15. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

### **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.

Parents/guardians 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. Student fans shall be reminded that their conduct reflects on the schools of this district and that poor sportsmanship will be disciplined.

Parents/guardians 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 students, 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 students, parents/guardians and the community.

Date: June 24, 1985	Revised:
April 12, 1988	Revised:
August 23, 1995	Revised:

May 31, 1996  
 August 14, 2007  
 Revised:

Readopted:  
 NJSBA Review/Update: March 2009  
 October 2010

**Key Words:**

Extracurricular Activities, Cocurricular Activities, Competition, Intramural Competition, Interscholastic Competition

**Legal References:**

N.J.S.A. 5:17-1 et seq.	Athletic code of conduct permitted; Ayouth sports event@ definedY
N.J.S.A. 18A:11-3	Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
N.J.S.A. 18A:26-2.1 et al.	Supervisory certificate required for appointment as director of athletics
N.J.S.A. 18A:36-20	Discrimination; prohibition
N.J.S.A. 18A:40A-1 et seq.	Substance abuse See particularly:
N.J.S.A. 18A:40A-9, -10, -11	
N.J.S.A. 18A:42-2	School orchestra not to compete with civilian musicians; exceptions
N.J.S.A. 18A:43-1	Accident insurance for pupils authorized
N.J.A.C. 6A:7-1.4	Responsibilities of the district Board of Education N.J.A.C. 6A:7-1.7
N.J.A.C. 6A:9-5.19	Equality in school and classroom practices
N.J.A.C. 6A:16-1.4(a)6	Athletics personnel
N.J.A.C. 6A:16-2.1 et seq.	District policies and procedures
See particularly:	General Provisions for School Health Services
N.J.A.C. 6A:16-2.2	
N.J.A.C. 6A:30-1.1 et seq.	Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-9.1 et seq.	Athletic Procedures See particularly:
N.J.A.C. 6A:32-9.18, -9.1(d), -9.1(f)	
N.J.A.C. 6A:32-14.1	Review of mandated programs and services

20 U.S.C.A. 1681 et seq. B Title IX of the Education Amendments of 1972

29 U.S.C.A. 794 et seq. B Section 504 of the Rehabilitation Act of 1973

Krupp v. Bd. Of Ed. Of Union County Reg. H.S. Dist. #1, 278 N.J. Super. 31 (App. Div. 1994) cert. den. 140 N.J. 277 (1994)

NJSIAA Constitution, Bylaws, Rules and Regulations Manual for the Evaluation of Local School Districts

The Comprehensive Equity Plan, New Jersey State Department of Education Possible Cross

**Possible Cross References:**

*1322	Contests for pupils
1500	Relations between area, county, state, regional and national associations and the district
*3250	Income from fees, fines, charges
*3453	School activity funds 3530 Insurance management
*3541.31	Privately owned vehicles
4143	Extra pay for extra work
*5125	Pupil records
*5126	Awards for achievement
*5131	Conduct/discipline
*5141.1	Accidents
*5141.3	Health examinations and immunizations
5143	Insurance
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6142.4	Physical education and health
*6145	Extracurricular activities
6145.4	Public performances and exhibitions
*6146	Graduation requirements
*6147.1	Evaluation of individual student performance

\*Indicates policy is included in the Critical Policy Reference Manual

**Regulation**

---

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

The Board of Education has placed the administrative authority for the conduct of the interscholastic and intramural athletic programs under the jurisdiction of the Superintendent.

The Superintendent has delegated to the Principals the executive authority in all matters pertaining to interscholastic and intramural athletics.

**A. Interscholastic Athletics:**

1. Written rules and regulations
  - a. Each head coach and advisor will be certain their respective sport and activity has written rules and regulations.
  - b. A written copy of the rules and regulations will be submitted to the Principal and Superintendent and Board of Education prior to the opening of that sport or activity for approval.
  - c. A written copy of the approved rules and regulations will be given each student at the beginning of each season.
  - d. These rules and regulations represent a minimum of restrictions. The successful application of these rules will depend on the cooperation of players, coaches and administrators to foster and spread true sportsmanship.
  
2. Eligibility:
  - a. The Principal, or his/her designee, head coach and advisor will be responsible for the eligibility of all athletes as set by Board policy.
  - b. By October 1 of each school year, the head coaches of all sports must declare, in written form, that they will abide by NJSIAA's rules and regulations. Wrestling weight certification forms are to be filed with NJSIAA prior to the first match.
  - c. All student athletes shall abide by the rules and regulations set by the constitution, bylaws, and rules and regulations of the NJSIAA.
  - d. Local eligibility requirements are as follows:
    1. Good citizenship in school.
    2. It will be the responsibility of every coach to encourage students to achieve in scholastic studies.
      - a. Coaches will make periodic checks, at least every two weeks, on the student's academic and social achievements in class.

- b. If a student fails any subject, the coach must note that this student is on academic probation for five weeks.

It will end five weeks afterward with the understanding from all subject teachers that the student is passing in all subjects at that time. This will be obtained in writing from each subject teacher.

- c. Such students, who at the end of five weeks have not received a passing grade for each subject, cannot practice or compete.
  - d. Each varsity coach or adviser is responsible for checking the eligibility of his/her students for each level or activity.
  - e. A list of failing students must be submitted to the athletic director and high school Principal no later than three days after report cards are issued.
- 3. Students must observe all training rules. The use of alcohol or drugs means immediate dismissal from the squad.
  - 4. A student will be eligible to participate in only one interscholastic sport during any given sports season.
  - 5. Any student suspended from school will not be permitted to participate until he/she is reinstated in class and has been granted approval per Board policy.
  - 6. Any student who is dropped from a squad for disciplinary reasons, or who quits a squad without the coach's or adviser's permission, will not be allowed to compete with any other school-sponsored teams during that sports season.
  - 7. At no time should any adviser attempt to influence a student to join his/her sport or activity when the student's interest is in another sport. The student should make his/her own choice or decision.
  - 8. Any controversy will be referred to the Principal for a decision.

3. Deadline for participation:

- a. No student will be permitted to participate in a sport if he/she fails to report to the team coach as a candidate within 14 calendar days after the official opening of that sport. The NJSIAA dates will serve as opening dates.
- b. Students who because of illness or injury could not report on the opening date shall have an extension to report for the teams. A student who has been ill and has a medical excuse for his/her illness should be given two weeks to make the team. After this date, he/she will be notified by the coach whether he/she remains on the squad. Such students must have medical clearance.

4. Vacation:

- a. Students who miss the opening of a sports season, practice sessions, or games because of family vacations will be excused if they submit a written request from the parents/guardians. The written notice must state that the parent/guardian left the student with no alternative but to accompany them on the trip. The parent/guardian notice must be submitted prior to the vacation period.

- b. Students who do not submit a written parental excuse shall be considered cutting practice or games. The appropriate disciplinary action for that sport will be implemented.

5. Dismissal from a team:

Any coach who has decided that a student should be dismissed from a team for disciplinary reasons must confer with the athletic director as to the reasons for the student's dismissal. The student shall have the right of appeal to the Principal or his/her designee regarding such dismissal; the student must make his/her appeal within seven days of the dismissal.

6. Outside competition:

- a. No student will, under any circumstances, play in an interscholastic athletic contest on any team other than the one representing the school in which he/she is enrolled while that sport is in season.
- b. The NJSIAA ruling on swimming will be an exception.
- c. Individual competition in non-scholastic events is not included in this regulation.

7. Athletic permission slip:

All participants will file with the coach an athletic permit, signed by their parents or legal guardians. The form must be filled in completely and properly signed. A parental permission form must be filed for each sport in which the student participates.

8. Physical examination:

- a. All students wishing to participate in an interscholastic or scheduled intramural sport will be required to have a physical examination each sport season.
- b. The overall plan for the conduct of the physical examinations provides for one examination clinic prior to the start of each sport season.
- c. The coach or school nurse will make arrangements for the physical examinations well in advance of the sport season.
- d. It will be the responsibility of the coach or adviser to maintain good order, discipline, and absolute quiet during the clinic to enable doctors to perform cardiac examinations.
- e. The coach will explain the purpose of the examination, the necessity for maintaining quiet during the examination period, and that a rejection on the basis of the physical screening does not necessarily bar the student from participating in athletics. If the family physician approves a student for participation and this approval is in conflict with the school physician, a third physician will be consulted. Approval from a third physician will permit the student to participate, upon the approval of the Principal. However, if a third physician, upon a complete physical examination, rejects the student for participation, the student will not be permitted to participate. The Camden City Board will pay the cost of the third physician.
- f. New Jersey State Board of Education rules state that: "Good physical condition, freedom from injury, and full recovery from illness shall be prerequisites to participation in athletics, whether in practice or in competition. Each candidate for a place on a school athletic squad or team shall be given a medical examination by the medical inspector or designated team doctor no more than 60 days prior to the first practice session or in lieu thereof, the medical inspector may accept the report of such an examination by a physician licensed to practice medicine. Any

examination which shall be used to determine the fitness of a pupil to participate in athletics shall not be given before the first day of the school year, as defined in N.J.S.A. 18A:36-1, for which such fitness is being determined. Each candidate must undergo one medical examination in each school year. The parent or legal guardian shall receive written notification signed by the medical inspector or team doctor testifying to the pupil's physical fitness to participate in athletics. The reasons for the medical inspector's or team doctor's approval or disapproval of the pupil's participation shall be included in such notification. The health findings of the medical examination for participation in athletics shall be made a part of the general health examination record."

9. Insurance:

- a. All secondary school students who participate in interscholastic athletics are required to have insurance coverage. The Board will provide insurance only for those students participating in regularly scheduled varsity games, providing such students pay the medical.
- b. Each school office will be supplied with proper forms for distribution to the students and all applications and moneys will be handled through the school office.

10. Practice:

- a. NJSIAA dates will be the official dates for the first practice of all interscholastic sports. The starting date for activities will be determined by the coach and athletic director.
- b. All teams practicing for or competing in the interscholastic program shall at all times be under the direct supervision of the coach who shall personally supervise the activities and conduct of the members of athletic squads during practices and games, including the time and place of dressing, going to and returning from fields, changing to street clothes, and departing in good order from the building. These responsibilities may not be delegated to students or other employees.
- c. Practice is defined as the time elapsing between the last period of the school day, and the time the students leave the school premises.
- d. A practice session will not exceed a total of two and one-half hours in any sport.
- e. Practice will not be held without an authorized person in charge and coaches, advisers or assistants will be present at all practices.
- f. A student who is absent from school will not be permitted to practice or play in a game on the day of his/her absence. If a student is absent on a Friday, he/she will not be permitted to practice or play in a game until Monday unless granted an exception by the high school Principal or designee.

11. Injury:

- a. In case of injury the responsibility for obtaining treatment of the injury is that of the coach (or teacher-in-charge in intramurals), who shall immediately notify the Principal of the details of the incident. The Principal will notify the school physician and will, as soon as possible, request from the school nurse the regular student accident form. Procedures for reporting accidents will be those used whenever an accident occurs under school supervision.
- b. The athletic medical inspector or, in his/her absence, the Principal, coach, or teacher-in-charge, may decide that an injury requires care by a clinic or hospital. If so, he/she shall accompany the student to the hospital. The parent/guardian of the injured student shall be notified immediately

so that he/she may assume responsibility for making decisions relative to his/her child.

12. Equipment:

- a. Coaches and advisers will follow the procedures for issuing equipment forms.
- b. All equipment issued will be recorded on the proper forms and copies sent to the athletic office.
- c. Uniforms and equipment issued on a game-day basis should be checked immediately after the contest is completed. In the case of an away-game when the team does not return to the school, coaches will check-in equipment at a set time the following school day.
- d. Coaches and advisers will caution players against leaving equipment unguarded during a contest and while showering or dressing.
- e. Coaches and advisers are responsible for ensuring good care of the equipment. When possible, the old equipment will be used for practice and the new will be used for games.
- f. Coaches and advisers will not destroy any equipment or give away items which they think are beyond further use. Coaches and advisers will tag equipment which is beyond repair.
- g. Students must pay full value for any equipment they lose or fail to return at the end of the season. Coaches and advisers will insist that students report lost equipment as soon as they find it missing.

13. Coaches' forms:

- a. All forms will be returned to the athletic director's office at the conclusion of the respective season.
- b. All eligibility and other forms may be obtained from the athletic office.
- c. Scores of all games will be reported to the athletic office as soon as possible the following day.

14. Game courtesy:

The home school is and should be responsible for all aspects of a contest on the home field or court. Visiting teams should be treated with every courtesy both off and on the field of play. Booing is the most obvious kind of poor sportsmanship. The tone of the crowd of spectators is usually set by the attitude as well as the antics, of the local school group. Over a period of time, the crowd of spectators will reflect the attitude of the student body. Spectators should be encouraged to sit in the area or section assigned to their respective schools.

**B. Intramurals:**

The program described in this section includes those physical education activities sponsored for students within the Camden City schools which are conducted outside the regular physical education class. Sports requiring vigorous physical effort and team organization will be given preference over those with recreational or carry-over value only where numbers are involved.

1. Eligibility:

- a. All regularly enrolled students who meet academic and disciplinary standards are eligible to compete in intramural activities.

- b. Students may participate in intramural sports only as a member of the competition unit to which they belong. No student shall represent or compete for more than one unit of competition in any one sport.

2. Units of competition:

- a. Units of competition may be homerooms, classes, clubs, shops, or age, weight, and height classifications. The method of arranging competitive units will be to form several large groups of students, each of which will be given a name. Each group will then be represented in several sports each season.
- b. Consideration will be given to the proper grouping of students. Because of the great variation in size and maturity of students, it will be necessary to organize competition in various classifications for equal competition to result.
- c. The results of all sports competed in by a group will count in the standings posted. The basis for computing standings is to award one point to the team winning each contest, one-half point for each tie, and no points for losses. The results at the end of each week will be added to those of the previous week until the season ends, at which time the final winners will be determined.

3. Forfeit of game:

- a. If a team or contestant fails to appear at the appointed place, the intramural director, based upon circumstances, may declare the contest forfeited, unless there is a very good reason for the lateness.
- b. A team will also forfeit any game in which it uses an ineligible player.

4. Postponements:

A scheduled contest may be postponed only with the agreement of both teams and the intramural director.

5. Use of facilities:

- a. Intramural activities may be conducted in the facilities after school hours and prior to the beginning of the interscholastic season, or after its completion.
- b. After the interscholastic season starts, facilities may be used when the interscholastic teams are playing away.
- c. In all cases, the use of facilities for intramural activities must not conflict with their use by interscholastic teams.

6. Reports:

Intramural directors will file a report at the end of each sports season with the athletic director stating the intramural activities conducted, number of teams entered for each activity, and total number of students participating.

**C. Athletic Awards:**

An individual, group of individuals, or organization may not offer gifts or awards of any kind to students participating in Camden City Public Schools' interscholastic or intramural athletics unless first approved by the Superintendent.

In order for a student to receive a letter or award, the following minimum requirements must be met: (a) No student shall receive a letter or an award for any sport or activity if the student does not fulfill all the NJSIAA and Camden High School or Woodrow Wilson High School requirements for participation in that sport or activity; (b) All students must successfully complete the season to receive any letter or award except students governed by the athletic injury award policy.

1. Football: Participate in one-half the quarters of the season's games.
2. Soccer: Participate in one-half the quarters of the season.
3. Basketball: Participate in one-half the quarters of the season's games.
4. Wrestling: Participate in 75% of scheduled meets or 50% of scheduled meets and earn six points.
5. Baseball: Participate in 75% of games with the exception of pitchers who play in 50% of scheduled games.
6. Softball: Participate in 75% of games with the exception of pitchers who play in 50% of scheduled games.
7. Track: Participate in 75% of scheduled meets and earn one point more than one-half the number of meets in which entire team participates.
8. Golf: Participate in 75% of scheduled matches.
9. Swimming: Participate in swimming competition for a team sanctioned by NJSIAA and fulfill the NJSIAA regulations governing swimming.
10. Cheerleading: Participate in 90% of all scheduled games, tournament games, and activities.
11. Tennis: Participate in 75% of the scheduled matches or earn four points.
12. Band Front: Participate in 90% of all scheduled games, tournament games, and activities.
13. Marching Band: Participate in 90% of all scheduled games, tournament games, and activities as a marching unit.
14. Senior Merit Award: Letter to any senior athlete who in the coach's opinion is deserving of such an award.

Injury or Extended Illness Award: Letter to any player or participant who, in the opinion of the coach or adviser, would have earned such if he/she had not been injured or absent for extended illness.

Managers: Must meet the same requirements for all athletes or participant of the respective sport in regard to practices and games. Must also fulfill all other requirements established for that sport.

Junior Varsity Freshmen: Must meet the same requirements for letters and awards as students participating in the varsity programs.

Grades 6, 7 and 8: Awards will be given on the recommendation of the coach.

Teams or individuals winning a state, district, national, or conference championship or co-championship shall receive awards emblematic of that sport, the cost of which shall be determined by the Board. Awards will be on two levels as follows:

1. Class A--all letter winners including coaches and managers of the varsity team.
2. Class B--all other members of that team.

A Varsity Letter Winner is a student who meets the requirements of the particular sport in which he/she is participating. These requirements are listed in the policy manual and student handbook. A Varsity Letter Winner must participate on the varsity level as approved by the Board of Education and the NJSIAA.

A varsity player is a person who dresses with the team on a continual basis, although he/she does not necessarily have to be a letter winner. Many players dress with the varsity team and are brought up from the Junior Varsity team to be on the bench for experience and assistance.

In the event a co-championship is won, only Class A awards will be presented.

Adopted:	June 24, 1985
Revised:	August 23, 1995
Revised:	May 31, 1996
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Exhibit**

---

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

**Section A**

Dear \_\_\_\_\_,

I am a pupil of \_\_\_\_\_ School Camden, NJ, and request to participate in the following activities (check one):

Archery  Tennis  Badminton  Touch Football  Baseball  Basketball  Volleyball  
 Bowling  Cheerleading  Driver Training  Football  Color Guard  Golf  Twirling  
 Hockey  Modern Dance  ShuffleBoard  Swimming  Table Tennis  Other  
(\_\_\_\_\_)

to be held during the school year \_\_\_\_\_.

I realize that regardless of all safety precautions taken by the authorities in charge there are still possibilities for accidents.

I will not hold the Board of Education or the agencies cooperating with the Board of Education responsible for the payment of any bills incurred because of accidents or injuries to me.

Date: \_\_\_\_\_ Signature of Applicant: \_\_\_\_\_

Section: \_\_\_\_\_ Address: \_\_\_\_\_

\_\_\_\_\_

-----

**Section B**

I am willing that my son/daughter, or ward participate in the following activities \_\_\_\_\_ during the school year \_\_\_\_\_.

I will not hold the Board of Education or the agencies cooperating with the Board of Education responsible for the payment of any bills incurred because of accident or injuries to my son/daughter, or ward.

I have Blue Cross or other sickness or Accident Insurance.  
Yes \_\_\_\_\_ No \_\_\_\_\_ (Check One)

Name of Insurance Company \_\_\_\_\_

Date: \_\_\_\_\_ Signature of Applicant: \_\_\_\_\_

Address: \_\_\_\_\_

---

---

**Section C**

This is to certify that I have examined \_\_\_\_\_ and approved of him/her taking part in the activities listed.

Activities \_\_\_\_\_ Year \_\_\_\_\_

---

(Signature of School Medical Inspector)

Date \_\_\_\_\_

---

Adopted:	June 24, 1985
Revised:	August 23, 1995
Revised:	May 31, 1996
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Policy**

---

PUBLICATIONS

The Board of Education sponsors pupil publications as important elements of the instructional program. Pupils are encouraged to develop skills of written and verbal communication and to exercise the right to express their opinions freely and responsibly.

The rights of free speech, and free expression of pupils in public schools pursuant to the First Amendment, are not automatically coextensive with the rights of adults in other settings and shall be applied in light of the special characteristics of the school environment. The Board of Education reserves the right to exercise prepublication control over school-sponsored publications through administrative staff and faculty. Pupils shall have the right to appeal the exercise of censorship by school district staff to the Board of Education.

Pupil expression may be restricted, if it can be determined that such expression is inconsistent with the basic educational mission of the school district and when censorship action is reasonably related to legitimate educational concerns.

Pupils who violate this policy by expression, publication or distribution of any materials which are biased or prejudiced, vulgar or profane, unsuitable for immature audiences, or which do not meet the school district's high standards of learning and propriety consistent with its educational goals and objectives may be subject to appropriate discipline.

This policy shall be implemented in accordance with regulations to be developed by the Superintendent. The regulations shall:

- A. Identify school district staff responsible for pupil publications;
- B. Establish procedures for prepublication review; and
- C. Specify procedures for appeal by pupils to the Board of Education with provisions for prompt decisions to be made at each level.

Web Sites

School-sponsored web sites are also subject to this policy and to the same regulatory constraints as are print publications.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Publications, Student Publications

**Legal References:** N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:36-35 School Internet web sites; disclosure of certain student information prohibited  
N.J.S.A. 18A:54-20 Powers of Boards (county vocational schools)  
N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards

Tinker v. Des Moines Independent School District, 393 U.S. 503 (1969)

Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Desilets v. Clearview Regional Board of Education, 137 N.J. 585 (1994)

**Possible**

**Cross References:** \*1111 District publications  
5145 Rights  
5145.2 Freedom of speech/expression  
\*5145.5 Photographs of pupils  
\*6142.10 Technology

\*Indicates policy is included in the Critical Policy Reference Manual

**Policy**

---

PUBLICATIONS

Guidelines for Distribution

A. Places

On the school sidewalk in front of the main entrance to the high school buildings and on the walk in front of the gym lobby. (In case of bad weather, two pupils only would be permitted each in the front main lobby and in the gym lobby. Specific approval to distribute materials inside will be required each time.)

B. Times

Before school, after school, or a time approved by the Principal.

C. Approval

The previous day or earlier by the Principal. For materials not readily classifiable for approval, more than one day should be allowed.

D. Littering

All distributed items which are dropped in the immediate area (50-75 feet) must be removed by persons distributing material.

E. Unacceptable Items

1. So-called "hate" literature which scurrilously attacks ethnic, religious and racial groups, other irresponsible publications aimed at creating hostility and violence, hardcore pornography, and similar materials are not suitable for distribution in the schools.
2. Materials denigrating specific individuals in or out of the school.
3. Materials designed for commercial purposes--to advertise a product or service for sale or rent.
4. Materials which are designed to solicit funds, unless approved by the Superintendent or his/her designee.
5. "Literature which in any manner and in any part thereof promotes, favors, or opposes the candidacy of any candidate for election at any annual school election, or the adoption of any bond issue, proposal, or any public question submitted at any general, municipal, or school election..."

F. Acceptable Materials

Materials not proscribed in section E unless Principal should be convinced that the item would materially disrupt class work or involve substantial disorder or invasion of the rights of others.

## G. Appeal

Students denied approval may appeal to the Principal who with a student advisory committee or one representative from each class will review the matter. Should the petition be denied, the petitioner may still appeal to the Superintendent, then to the Board of Education, etc.

Adopted:	June 24, 1985
Revised:	August 23, 1995
Revised:	May 31, 1996
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Policy**

---

**STUDENT ORGANIZATIONS/CLUBS**

**1. PURPOSE**

- a. 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.
- b. 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.
- c. 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.

**2. AUTHORIZATION OF STUDENT ORGANIZATIONS/CLUBS**

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

- a. Grades K-5: school clubs
- b. Grades 6-8: school and supervised student clubs
- c. Grades 9-12: school, supervised, and monitored students clubs

**3. DEFINITIONS**

- a. "Club" means any student organization that meets outside of the regular classroom hours in a school.
- b. "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 Building 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 Building Principal or his/her designee.
- c. "Supervised student club" complies with section 3(b), 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 Building Principal.

d. "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 3(b) or 3(c), 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.

#### **4. APPLICATION FOR AUTHORIZATION OF STUDENT CLUBS AND ORGANIZATIONS**

a. 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.

b. 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.

#### **5. CLUB CHARTER**

a. 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:

1. 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;
2. Action or advocacy of imminent action involving the harassment or the denigration of any person; and
3. 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.

b. A school may limit or deny a charter to a club if necessary to:

1. protect the physical, emotional, psychological, or moral well being of students and faculty;
2. maintain order and discipline on school premises; or

3. prevent a material and substantial interference with the orderly conduct of a school's educational activities.
- c. A school shall deny access to any student organization or club whose program or activities would materially and substantially:
1. encourage criminal or delinquent conduct; and/or
  2. promote bigotry.
- d. Approval of a club name may take place separately from that relating to the approval of the club itself. A club name shall:
1. reasonably reflect the nature, purposes and activities of the club; and
  2. 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.

## **6. APPEAL**

A student directly affected by the denial of a club authorization at the school level may appeal in writing within ten (10) days of the denial to the Superintendent. The Superintendent shall issue an opinion in writing either upholding or overturning the denial within thirty (30) 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 (30) days. The Board will hear the appeal within thirty (30) days and issue a decision within ten (ten) days.

## **7. CLUB SPONSOR**

- a. Selection and appointment of club sponsors, supervisors, and monitors shall be the responsibility of the Building 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 Building Principal may cancel the authorization for any club found to be operating out of compliance of the a proved charter or laws and rules.
- b. Clubs shall not engage in or conduct mental health therapy, counseling or psychological services for which a license would be required by state law.
- c. 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:
  1. the time and place that a club may meet; and
  2. club access to the school newspaper, yearbook, bulletin boards, public address system, or any combination of the foregoing.
- d. Activities which are contrary to the best interests of the school and reflect on the reputation of the school are forbidden, including:
  1. Initiation and hazing on school grounds or at school-sponsored events;
  2. Indulging in group functions that violate city and county ordinances, federal and state statutes.

## **8. OUTSIDE ORGANIZATIONS**

a. 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.

b. 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.

## **9. 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.

## **10. REGULATIONS**

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

Adopted:	June 24, 1985
Revised:	August 23, 1995
Revised:	May 31, 1996
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009
Revised:	June 22, 2010

### **Key Words:**

Student Organizations, Student Government, Organizations, Clubs, Society

**Legal References:**     N.J.S.A. 18A:42-5, -6                     Certain Student Organizations Declared Harmful and Forbidden

### **Possible Cross References:**

*1210	Community organizations
*1330	Use of school facilities
*3280	Gifts, grants and bequests
4136	Meetings/committees
*5020	Role of parents/guardians
*5136	Fund-raising activities
*6010	Goals and objectives

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

STUDENT SOCIAL EVENTS

Social activities in school life assist students in learning how to enjoy worthwhile group events, how to conduct them, and how to contribute to the enjoyment of others. Therefore, school groups and classes may hold social events for their membership with proper authorization and under staff supervision, using school facilities.

No social function shall be held on school property, or be promoted as being a school-related function, without prior authorization by the Superintendent and the Board of Education.

The Principal and the teaching staff shall evaluate social events in terms of contributions to student growth and morale, and shall develop procedures for scheduling and conducting such events, including proper chaperonage. The central administration and the Board of Education shall be informed one month in advance of any activity, in order to have time for review and approval. Under no circumstances will dances at the elementary and middle schools be held during instructional time.

School organizations holding dances and other social functions shall provide for adequate police protection to control traffic, to protect parking areas during the function, and to be on call as necessary for guarding the welfare of the guests. Advisors shall be responsible for formalizing arrangements.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Student Social Events, Chaperone, Dances,

**Legal References:** N.J.S.A. 18A:42-5, -6      Certain Student Organizations Declared Harmful  
And Forbidden

**Possible**

**Cross References:** \*1210      Community organizations  
\*1330      Use of school facilities  
\*3280      Gifts, grants and bequests  
4136      Meetings/committees  
\*5020      Role of parents/guardians  
\*5131      Conduct/discipline  
\*5136      Fund-raising activities  
\*5142      Safety  
\*6010      Goals and objectives

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

ATHLETIC AND EXTRA CURRICULAR ELIGIBILITY REQUIREMENTS  
FOR STUDENTS NOT ENROLLED IN  
CAMDEN HIGH SCHOOL OR WOODROW WILSON HIGH SCHOOL

All Camden City residents, up to age 19, or age 21 for special needs students, 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 extracurricular 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<sup>st</sup>. The Athletic Directors will be responsible for verifying students' 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 students, who wish to participate in sport or other extracurricular activities, must participate at their sending school/school of record.

Adopted: 2003  
NJSBA Review/Update: March 2009

Key Words

Charter School, Charter Schools, Extracurricular Activities, Activity, Sports

**Legal Reference:** N.J.S.A. 18A:11-3 Voluntary associations regulating conduct of student activities membership; rules and regulations; appeals  
N.J.S.A. 18A:41-1 through 3 Accident Insurance for Pupils  
N.J.A.C. 6A:29-3 Physical education and athletics personnel and procedures  
NJSIAA Constitution, Bylaws, Rules and Regulations

**Possible Cross Reference:**

5113	Attendance
5119	Transfers
5125	Pupil records
5131	Conduct/Discipline
5143	Insurance
6145	Extracurricular Activity
6147.1	Evaluation of individual student performance

**Policy**

---

GRADUATION REQUIREMENTS

In order to be graduated from a District high school, and receive a state-endorsed Board of Education diploma, a pupil must:

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on HSPA;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the state Board of Education;
- C. Select and complete successfully enough elective credits to meet the district minimum of 110 credits.

Successful completion means that the pupil has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer pupils must meet all state and local requirements in order to receive a Camden City Public School diploma.

The Superintendent shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the state or district proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Camden City Graduation Requirements

During the four years of high school, students must accumulate a minimum number of course credits in each of the following areas:

- A. At least 20 credits in language arts literacy;
- B. At least 15 credits in mathematics;
- C. At least 15 credits in science;
- D. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2;
- E. At least 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8;
- F. At least 10 credits in visual, performing, and/or practical arts;
- G. At least five credits in world languages or student demonstration of proficiency;
- H. Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum; and
- I. At least five credits in career education and consumer, family, and life skills, or vocational-technical education

Basic Skills

Pupils who do not pass the Grade Eight Proficiency Assessment shall be provided appropriate remediation.

Twelfth-grade pupils who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a special review assessment as provided by law.

#### Pupils with Limited English Proficiency

Pupils with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and district requirements for graduation.

#### Special Education Pupils

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the Superintendent.

A pupil who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including HSPA, along with the rationale for the exemptions. The exemptions must be approved in writing by the Superintendent.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

#### Proficiency

In consultation with appropriate professional staff, the Superintendent shall develop and present to the Board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school.

The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with sending elementary districts.

In accordance with law, the Board of Education shall have copies of this policy are distributed to all ninth-grade (or otherwise entering) pupils and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to pupils on registering for the course. The yearly program of studies for each pupil in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old pupils.

### Early Graduation

Pupils who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

### Pupil Enrollment in College Courses

The Board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified pupils. The Board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and college faculty who teach the courses.

### Reporting and Monitoring

The Superintendent shall include in the annual report to the commissioner:

- A. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- B. The number of students graduated under the Special Review Assessment (SRA) process;
- C. The number of students receiving state-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- D. The total number of students denied graduation from the 12<sup>th</sup> grade class;
- E. The number of students denied graduation from the 12<sup>th</sup> grade class solely because of failure to pass the HSPA or SRA, based on the provisions of administrative code.

This information shall be reported to the Board at a public meeting prior to the date prescribed by law.

The Board shall review this policy annually and shall adopt all regulations required by law.

Adopted: June 24, 1985  
Revised: August 29, 1994  
Revised: December 18, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

### Key Words

High School Graduation, Early Warning Test, HSPT, Graduation, Graduation Requirements

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:7C-1	Commissioner of education to develop a program of standards and guidelines
	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:7C-4.1	Operation Recognition; purpose; eligibility; application procedure

### Legal References Continued:

<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
<u>N.J.S.A.</u> 18A:7F-4	Periodic review of curriculum content standard by state Board; establishment of thoroughness and efficiency standards and cost per pupil
<u>N.J.S.A.</u> 18A:7F-29	Academic achievement reward program
<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
<u>N.J.S.A.</u> 18A:36-17	Credit of seniors in active military and naval service, etc.
<u>N.J.A.C.</u> 6:30-3.7	Graduation
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-1.2,-2.1,-3.1, -3.3,-4.1, -4.2, -4.3, -5.1, -5.2	
<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
<u>N.J.A.C.</u> 6A:14-4.12	Graduation
<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Student Behavior
<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Service

The Department of Education Website, <http://www.nj.gov/njded/assessment/>  
(Lists the state assessment components)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

### Possible Cross References:

*1120	Board of education meetings
*5113	Absences and excuses
*5120	Assessment of individual needs
*5127	Commencement activities
6000	Concepts and roles in instruction
*6010	Goals and objectives
*6122	Articulation
*6140	Curriculum adoption
6141.4	Independent study
*6142	Subject fields
*6142.2	English as a second language; bilingual/bicultural
*6142.6	Basic skills
*6145	Extracurricular activities
*6147	Standards of proficiency
*6154	Homework/makeup work
*6171.4	Special education
*6200	Adult/community education

\*Indicates policy is included in the Critical Policy Reference Manual

**Regulation**

---

GRADUATION REQUIREMENTS

In order to be graduated from a District high school, and receive a state-endorsed Board of Education diploma, a pupil must:

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on HSPA;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the state Board of Education;
- C. Select and complete successfully enough elective credits to meet the district minimum of 110 credits.

Successful completion means that the pupil has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

Transfer pupils must meet all state and local requirements in order to receive a Camden City Public School diploma.

The Superintendent shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the state or district proficiency requirements. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Camden City Graduation Requirements

During the four years of high school, students must accumulate a minimum number of course credits in each of the following areas:

- J. At least 20 credits in language arts literacy;
- K. At least 15 credits in mathematics;
- L. At least 15 credits in science;
- M. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2;
- N. At least 3 ¾ credits in health, safety, and physical education during each year of enrollment, distributed as 150 minutes per week, as required by N.J.S.A. 18A:35-5, 7 and 8;
- O. At least 10 credits in visual, performing, and/or practical arts;
- P. At least five credits in world languages or student demonstration of proficiency;
- Q. Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum; and
- R. At least five credits in career education and consumer, family, and life skills, or vocational-technical education

### Basic Skills

Pupils who do not pass the Grade Eight Proficiency Assessment shall be provided appropriate remediation. Twelfth-grade pupils who have satisfied all other graduation requirements but have repeatedly failed the statewide examination shall receive a special review assessment as provided by law.

### Pupils with Limited English Proficiency

Pupils with limited English proficiency must be provided with the program opportunities required by law, and must fulfill the regular state and district requirements for graduation.

### Special Education Pupils

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the Superintendent.

A pupil who qualifies may take the Alternate Proficiency Assessment, if alternate requirements for graduation have been specified in his/her IEP.

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including HSPA, along with the rationale for the exemptions. The exemptions must be approved in writing by the Superintendent.

Required reviews of the IEP shall continue to address graduation requirements and shall explain why the proficiencies required for graduation are not part of the IEP.

Because graduation with a state-endorsed diploma is a change of placement that requires written notice, all procedures described in the administrative code shall be followed scrupulously. Procedures shall include written notice to parents/guardians that includes a copy of procedural safeguards published by the State Department of Education and opportunity for mediation or a due process hearing.

### Proficiency

In consultation with appropriate professional staff, the Superintendent shall develop and present to the Board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school.

The subject matter and standards of proficiency shall be articulated with the district's elementary schools and with sending elementary districts.

In accordance with law, the Board of Education shall have copies of this policy are distributed to all ninth-grade (or otherwise entering) pupils and their parents/guardians.

They shall also be informed as to the examinations, demonstrated proficiencies, course and credit hour requirements, attendance policies, and any other state and local requirements.

Proficiency requirements for each individual course shall be given to pupils on registering for the course. The yearly program of studies for each pupil in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old pupils.

### Early Graduation

Pupils who have clearly demonstrated a scholastic aptitude, an unusual readiness for the world of work, a financial need, or a serious health or family concern may be considered for early graduation. Minimal graduation requirements must be completed early. Approval must be obtained from the parents/guardians and the administration.

### Pupil Enrollment in College Courses

The Board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities to facilitate the delivery of college credit courses to qualified pupils. The Board shall determine eligibility requirements for these pupils and monitor the quality of the courses offered and college faculty who teach the courses.

### Reporting and Monitoring

The Superintendent shall include in the annual report to the commissioner:

- F. The total number of students graduated in the aggregate and disaggregated according to subgroups described in federal law;
- G. The number of students graduated under the Special Review Assessment (SRA) process;
- H. The number of students receiving state-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEP's;
- I. The total number of students denied graduation from the 12<sup>th</sup> grade class;
- J. The number of students denied graduation from the 12<sup>th</sup> grade class solely because of failure to pass the HSPA or SRA, based on the provisions of administrative code.

This information shall be reported to the Board at a public meeting prior to the date prescribed by law.

The Board shall review this policy annually and shall adopt all regulations required by law.

Adopted: June 24, 1985  
Revised: August 29, 1994  
Revised: December 18, 1995  
Revised: May 31, 1996  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

### Key Words

High School Graduation, Early Warning Test, HSPT, Graduation, Graduation Requirements

<b>Legal References:</b> <u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
<u>N.J.S.A.</u> 18A:7C-1	Commissioner of education to develop a program of standards and guidelines

**Legal References Continued:**

<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
<u>N.J.S.A.</u> 18A:7C-4.1	Operation Recognition; purpose; eligibility; application procedure
<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
<u>N.J.S.A.</u> 18A:7F-4	Periodic review of curriculum content standard by state Board; establishment of thoroughness and efficiency standards and cost per pupil
<u>N.J.S.A.</u> 18A:7F-29	Academic achievement reward program
<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
<u>N.J.S.A.</u> 18A:36-17	Credit of seniors in active military and naval service, etc.
<u>N.J.A.C.</u> 6:30-3.7	Graduation
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-1.2,-2.1,-3.1, -3.3,-4.1, -4.2, -4.3, -5.1, -5.2	
<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
<u>N.J.A.C.</u> 6A:14-4.12	Graduation
<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Student Behavior
<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Service

The Department of Education Website, <http://www.nj.gov/njded/assessment/>  
(Lists the state assessment components)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible Cross References:**

*1120	Board of education meetings
*5113	Absences and excuses
*5120	Assessment of individual needs
*5127	Commencement activities
6000	Concepts and roles in instruction
*6010	Goals and objectives
*6122	Articulation
*6140	Curriculum adoption
6141.4	Independent study
*6142	Subject fields
*6142.2	English as a second language; bilingual/bicultural
*6142.6	Basic skills

**Possible Cross References Continued:**

- \*6145 Extracurricular activities
- \*6147 Standards of proficiency
- \*6154 Homework/makeup work
- \*6171.4 Special education
- \*6200 Adult/community education

\*Indicates policy is included in the Critical Policy Reference Manual

**Policy**

---

PROMOTION/RETENTION

The Board recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The Superintendent shall direct development of and the Board shall adopt detailed regulations to govern progress of pupils through levels K-12. The regulations shall include:

- A. Standards of proficiency related to district goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all pupils achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the pupil's progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians and adult pupils to appeal promotion/retention decisions;
- F. Procedures for involving parents/guardians in the design of the remedial program.

Parents/guardians will be notified whenever exceptions are contemplated in a pupil's normal progression from level to level. The final decision in all cases will rest with school authorities.

Adopted: June 24, 1985  
Revised: April 12, 1988  
Revised: August 28, 1989  
Revised: April 29, 1991  
Revised: September 25, 1995  
Revised: October 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Promotion, Retention, Bilingual

**Legal References:** N.J.S.A. 18A:4-24 Determining efficiency of schools; report to state Board  
N.J.S.A. 18A:7C-2 Boards of education; establishment of standards  
N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures  
N.J.A.C. 6A:8-4.1 Statewide assessment system  
N.J.A.C. 6A:8-4.2 Documentation of student achievement  
N.J.A.C. 6A:8-5.1 Graduation requirements  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*6142	Subject fields
	*6142.2	English as a second language; bilingual/bicultural
	*6143	Curriculum guides
	*6145	Extracurricular activities
	*6146	Graduation requirements
	6146.1	Acceleration
	*6147	Standards of proficiency
	*6147.1	Evaluation of individual student performance
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

PROMOTION/RETENTION

The Board of Education directs the Superintendent, in consultation with appropriate staff, to author plans for instruction and instructional programs that provide the opportunity for each pupil to progress through school according to his/her own needs and abilities.

The district holds that placement, promotion and retention should be made only in the best interest of the child. This policy delineates procedures that will guide district staff in helping to appropriately fulfill this belief.

Promotion:

A student will advance to the next grade when he/she has met the standards outlined in the Elementary Education Promotion Guidelines and the Bilingual Program Promotion Guidelines.

Retention:

Retention should be considered only when there is a significant chance that the child will benefit. A child who is retained is not to repeat work that he/she has already mastered. Therefore, prescribed programs for the repeater must be based on the student's individual deficiencies. Retainees must maintain continuous academic progress. No student may be retained more than two times in grades K-8 and must be referred to the Pupil Assistance Committee beginning with the first retention for development and/or identification of appropriate intervention programs.

Parents/guardians of possible retainees must be kept informed of the child's deficiencies via letters, conferences, and report cards, commencing with the first marking period. Before retention is recommended a notification letter must be sent to the home and a parent/teacher conference must be held. A record of such notification must be kept on file. If a parent or guardian wishes to appeal the decision, a formal appeal must be made to the Superintendent of Schools.

A pupil who is repeating a grade should have passing grades in all major subject areas by the close of the first report period. If he/she does not, the teacher should request a consultation with the Child Study Team in order to identify the child's specific learning deficiencies and to determine the appropriate corrective instructional approaches.

Exceptions:

Once a pupil exists an adaptive program (e.g. Bilingual, Special Education) he/she is subject to the promotional requirements of the general education program.

Limited English proficient (LEP) pupils are not subject to the general promotional standard until they have been fully mainstreamed from the Bilingual Program. LEP pupils are governed by Bilingual Pupil Promotion Guidelines outlined in the regulation section of this policy.

## ELEMENTARY SCHOOL:

### **Grade 1**

Promotion to grade two includes:

- A. Passing grade in reading and math (yearly average)
- B. Reading level - completed, primer
- C. Two of the following criteria must also be met:
  - 1. Reading Inventory Test - 75% (Post)
  - 2. Math Inventory Test - 75% (Post)
  - 3. Read the Dolch words in isolation and in context through the primer

Transitional students must meet the above standards to be placed in grade two.

### **Grade 2**

Promotion to grade three includes:

- A. Passing grade in reading and math (yearly average)
- B. Reading level - completed, 21
- C. Three of the following criteria must also be met:
  - 1. Reading Inventory Test - 75% (Post)
  - 2. Reading Subtest of Standardized Instrument - Minimum Level of proficiency, 27 percentile
  - 3. Math Inventory Test - 75% (Post)
  - 4. Math Subtest of the Standardized instrument - Minimum Level of proficiency, 49 percentile

Transitional students must meet the above standards to be placed in grade three.

### **Grade 3**

Promotion to grade four includes:

- A. Passing grade in reading and math (yearly average )
- B. Reading level - completed, 3.1
- C. Three of the following criteria must also be met:
  - 1. Reading Inventory Test - 75% (Post)
  - 2. Reading Subtest of Standardized Instrument - Minimum Level of Proficiency, 22 percentile
  - 3. Math Inventory Test - 75% (Post)
  - 4. Math Subtest of Standardized Instrument - Minimum Level of Proficiency, 44 percentile

Challenger students must meet the above criteria to be placed in grade four.

### **Grade 4**

Promotion to grade five includes:

- A. Passing grade in three " major" subjects and two "minor" subject (yearly average)
- B. Reading level, Book 4
- C. Three of the following criteria must also be met:

1. Reading Inventory Test - 75% (Post)
2. Reading Subtest of Standardized Instrument - Minimum Level of Proficiency, 25 percentile
3. Math Inventory Test - 75% (Post)
4. Math Subtest of Standardized Instrument - Minimum Level of Proficiency, 25 percentile
5. Math Inventory Test - 75% (Post)
6. Math Subtest of Standardized Instrument - Minimum Level of Proficiency, 48 percentile

Challenger students must meet the above criteria to be placed in grade five.

### **Grade 5**

Promotion to grade six includes:

- A. Passing grade in three "Major" subjects and two "minor" subjects (yearly average)
- B. Reading level, Book 5
- C. Three of the following criteria must also be met:
  1. Reading Inventory Test - 75% (Post)
  2. Reading Subtest of Standardized instrument - Minimum Level of Proficiency, 22 percentile
  3. Math Inventory Test - 75% (Post)
  4. Math Subtest of Standardized Instrument - Minimum Level of Proficiency, 54 percentile

Challenger students must meet the above criteria to be placed in grade 6.

\*Major Subjects: Language, Reading, Math, Social Studies, Science

\*Minor Subjects: Penmanship, Spelling, Health

Bilingual Program Promotion Guidelines:

### ELEMENTARY SCHOOL:

#### **Grade 1**

Promotion to grade 2 must include:

- A. Passing grade in reading and math (yearly average)
- B. Reading level for students reading in English - Primer
- C. Reading level for students reading in the native language - completed Book 1
- D. Reading Inventory in the dominant language - 75% (Post)
- E. Math Inventory in the dominant language - 75% (Post)
- F. Teacher judgment

#### **Grade 3**

Promotion to grade 4 must include:

- A. Passing grade in reading and math (yearly average)
- B. Reading level for students reading in English - Book 3
- C. Reading level for students reading in the native language - completed Book 3\*
- D. Reading Inventory in the dominant language - 75% (Post)
- E. Math Inventory in the dominant language - 75% (Post)
- F. Teacher judgment

## **Grade 4**

Promotion to grade 5 must include:

- A. Passing grade in reading and math (yearly average)
- B. Reading level for students reading in English - Book 4
- C. Reading level for students reading in the native language - placement in Book 4
- D. Reading Inventory in the dominant language - 75% (Post)
- E. Math Inventory in the dominant language - 75% (Post)
- F. Passing grade in language, plus social studies or science
- G. Teacher judgment

## **Grade 5**

Promotion to grade 6 must include:

- A. Passing grade in reading and math (yearly average)
- B. Reading level for students reading in English - Book 5
- C. Reading level for students reading in the native language - placement in Book 5\*
- D. Reading Inventory in the dominant language - 75% (Post)
- E. Math Inventory in the dominant language - 75% (Post)
- F. Passing grade in language, plus social studies or science
- G. Teacher judgment

\*Students who are reading in the native language must meet the Elementary Educational promotional guidelines with regard to the reading level.

## MIDDLE SCHOOL:

Pupils in grade six (6), seven (7), and eight (8) whose yearly average indicates a passing grade of 60% (D) and above in four (4) of the five (5) major subjects --- Reading, Mathematics, Language/Writing, Science and Social Studies --- are to be promoted.

Based on a normal school year of 180 school days, the Camden City Board of Education shall permit no more than eighteen (18) unexcused absences to middle school pupils. Promotion may be denied to any grade six (6), seven (7), or eight (8) pupil whose unexcused absences exceed eighteen (18) days. [Refer to File Code:5113 Absences and Excuses.]

In order to move to the next grade level, middle school pupils retained because of academic and/or attendance deficiencies will be required to attend program(s) designed by the district to correct the academic and/or attendance deficiency.

Pupils may take no more than two (2) major subjects in an approved summer school program. Pupils who have passed three (3) major subjects during the normal academic year must pass at least one (1) major subject in the summer school program to be promoted. Pupils who have passed only two (2) major subjects during the normal academic year must pass two (2) major subjects in summer school to be promoted.

Pupils who are in danger of retention due to excessive unexcused absences may be referred to the district's attendance reinstatement programs. The student must contribute one day in an attendance reinstatement class for every day of unexcused absence. [Refer to the guidelines for the Saturday Morning Reinstatement Class (SMRC).]

Adopted:	June 24, 1985
Revised:	April 12, 1988
Revised:	August 28, 1989
Revised:	April 29, 1991
Revised:	September 25, 1995
Revised:	October 23, 1995
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009



**Legal References Continued:**

<u>N.J.A.C.</u> 6A:14-4.11	Statewide assessment
<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual Education
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:15-1.11	
<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Student Behavior
<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Services

Abbott v. Burke, 149 N.J. 145 (1997) (Abbott IV)

Abbott v. Burke, 153 N.J. 480 (1998) (Abbott V)

Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	*1120	Board of education meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Pupil records
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6171.1	Remedial instruction
	*6171.3	At-risk and Title 1
	*6300	Evaluation of the instructional program

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The Superintendent, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents/guardians and pupils, and able to be applied with consistency of interpretation. Computation of grade-point average and rank in class shall be uniform throughout the district. Evaluation and grading symbols shall be intended to appraise the pupil's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The Camden City Board of Education encourages the certified staff, under the direction of the Superintendent, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring pupil progress, including, but not limited to, written and oral teacher-made tests, performance observation, parent/guardian interviews, formal and informal evaluation techniques, use of cumulative pupil records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the Board.

The Superintendent shall have the right to review disputed grades in consultation with the Board of Education for further recommendations.

Testing

In addition to testing procedures established in policy 5120 Assessment of individual needs, the school district shall establish and maintain a general testing program to:

- A. Improve the instructional program to assist pupils in achieving the Core Curriculum Content Standards;
- B. Measure the needs and progress of individual pupils;
- C. Measure the achievement of grade levels;
- D. Allow comparison of district pupils with national or other norms;
- E. Aid in evaluation of programs.

The district testing program shall embody at least the tests required by state and federal law. The administration shall continually scrutinize the applicability and effectiveness of tests being used in the district.

School personnel shall not use tests, procedures or other guidance and counseling materials that are differentiated or stereotyped on the basis of race, color, creed, religion, gender, affectional or sexual orientation, ancestry, national origin or social or economic status.

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the Principal's office to the Superintendent's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the Superintendent shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

Individual results of standardized tests, including intelligence tests, shall be made available to parents/guardians upon their request, but shall be considered confidential information to be available only to authorized persons. School and district test results shall be discussed in a public meeting.

### Determining Class Rank

The Superintendent shall develop procedures for determining class ranking that take into account:

- A. Records of transfer pupils;
- B. Honors and advanced courses.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

### Key Words

Evaluation, Pupil Evaluation, Student Evaluation, Class Rank, Grading, Testing, Examinations

<b><u>Legal References:</u></b> N.J.S.A. 18A:7C-3, -4, -6, -6.2	Remedial instruction for students not meeting graduation standards ...
<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and remediation, policies and Procedures
<u>N.J.S.A.</u> 18A:36-34	Written approval required prior to acquisition of certain survey information from students
<u>N.J.S.A.</u> 18A:54-20	Powers of Board (county vocational schools)
<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practice
<u>N.J.A.C.</u> 6A:8-1.1 <i>et seq.</i>	Standards and Assessments
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-1.3, -4.1, -5.1	
<u>N.J.A.C.</u> 6A:10A-3.1 <i>et seq.</i>	<i>School districts-led standards-based instruction</i>
<u>N.J.A.C.</u> 6A:16-1.4(c)	District policies and procedures
<u>N.J.A.C.</u> 6A:30-1.4	Evaluation process for the annual review
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-7.1	Student Records
<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

34 CFR 98 Protection of Pupil Rights

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 *et seq.*

Talarsky v. Edison Township Board of Education, 1977 S.L.D. 862

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	*1000/1010	Concepts and roles in community relations; goals and objectives
	*1120	Board of education meetings
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Pupil records
	*5141.3	Health examinations and immunizations
	*6142.6	Basic skills
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6147	Standards of proficiency

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

INSTRUCTIONAL ARRANGEMENTS

Instructional arrangements, including assignment of students to teachers and classes, provisions for specialized classes, and for interdisciplinary and interclass activities, shall all be designed with the purpose of providing optimum benefit to students.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Instructional Arrangements, Assignments

**Legal References:** N.J.S.A. 18A:33-1 Facilities

**Possible**

**Cross References:** \*2224 Nondiscrimination/affirmative action  
3543.1 Data processing  
\*4113/4114 Assignment; transfer  
\*5145.4 Equal educational opportunity  
\*5200 Nonpublic school pupils  
\*6010 Goals and objectives  
6130 Organizational plan  
6141.4 Independent study  
\*6142.2 English as a second language; bilingual/bicultural  
\*6151 Class size  
6152 Grouping  
\*6171.2 Gifted and talented  
\*6171.4 Special education

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

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 student 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: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Class Size, Space-per-pupil Requirements

**Legal References:** N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:54-20 Powers of Board (county vocational schools)  
N.J.A.C. 6A:8-2.1 Authority for educational goals and standards  
N.J.A.C. 6A:10A et seq. *Improving Standards-Driven Instruction and Literacy and Increasing Efficiency in Abbott School Districts*  
  
See particularly  
Appendix A  
N.J.A.C. 6A:14-4.7 Program criteria: special class programs, secondary and vocational rehabilitation  
N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum Content Standards  
N.J.A.C. 6A:26-2.1 et seq. Long-Range Facilities Plans  
N.J.A.C. 6A:32-8.2 School enrollment  
N.J.A.C. 6A:32-8.3 School attendance

**Possible**

**Cross References:** 3240 Tuition income  
\*5118 Nonresidents  
\*5120 Assessment of individual needs  
\*5145.4 Equal educational opportunity  
6150 Instructional arrangements  
\*6171.4 Special education  
\*7110 Long-range facilities planning

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

INDIVIDUALIZED INSTRUCTION

Proposed Classification and Individualized Educational Plan:

An individualized education plan shall be written for each classified student and consist of a basic plan, high school graduation requirements, and an instructional guide.

The basic plan including high school graduation requirements, when appropriate, shall be developed at a classification and IEP conference consisting of Child Study Team, parent(s)/guardian(s), teacher(s) and may include administrator, guidance counselor, and other professionals and the student, when appropriate.

A. The basic plan shall include:

1. Identifying information (signatures of basic Child Study Team);
2. Reason for referral;
3. Summarization of individual findings (Child Study Team, medical, neurological, psychiatric, speech, et al.);
4. Team discussion and classification;
5. Current educational status statement (description of present performance);
6. Goals and objectives;
7. Recommended program;
8. Least restrictive environment statement, including a description of extent to which student will participate in regular program, if appropriate;
9. Evaluative criteria;
10. Implementation and time frame; responsibilities of individual staff members.

B. High school graduation requirements shall include:

1. State-wide testing program;
2. Attendance;
3. Curriculum;
4. Credit hours;
5. Local requirements.

At the conclusion of the IEP conference, Child Study Team members shall forward to the Director of Special Services, a list of special needs students by name, by school indicating their exempt or nonexempt status from high school graduation requirements.

A copy of the list will be maintained in central files, and the original will be forwarded to the Superintendent for his/her written approval.

Annually, not later than September 30, the Superintendent shall report students graduated under special education.

C. Instructional guide (I.G.)

1. A planned schedule of time student will be served by specialists,
2. Instructional strategies devised to achieve objective
3. Suggested materials and media
4. Activities designed to promote personal social development

Adopted: February 29, 1988  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Individualized Instruction, IEP

<b><u>Cross Reference:</u></b>	*6146	High school graduation requirements
	*6146.2	Promotion/retention
	*6164.4	Child study team
	*6171.4	Special education
	*6172	Alternative education

\*Indicates policy is included in the Critical Policy Reference Manual.

**Exhibit**

---

INDIVIDUALIZED INSTRUCTION

**Special Education High School Graduation Requirements Exemptions List**

State nature of exemption: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

---

Signatures:

Child Study Team \_\_\_\_\_ Superintendent \_\_\_\_\_

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Adopted: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

**Policy**

---

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 consider field trips which are included in curriculum guides to have been approved in advance. 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. Parents/guardians 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.

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 (see policy 5141.21).

NOTE: THIS SECTION APPLIES TO THE EMERGENCY ADMINISTRATION OF EPINEPHRINE ON FIELD TRIPS.

Epinephrine shall be administered via epi-pen to pupils in emergencies on field trips by the school nurse, his/her designee(s), the student's parent/guardian or the student himself/herself, in accordance with policy 5141.21 Administering Medication.

Adopted: June 24, 1985  
Revised: July 25, 1994  
Revised: August 23, 1995  
Revised: June 30, 1997  
Revised: March 30, 1998  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

### Key Words

Field Trips, Trips

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:25-2	Authority over pupils
	<u>N.J.S.A.</u> 18A:36-21 through -23	Field trips; costs to be borne by parents or guardians ...
	<u>N.J.S.A.</u> 18A:36-35	School Internet web sites; disclosure of certain student information prohibited
	<u>N.J.S.A.</u> 18A:39-20.1	Transportation to and from related school activities in private vehicle with capacity of eight or less; authorization of qualified school personnel, state employees or parents
	<u>N.J.S.A.</u> 18A:40-12.3 through -12.4	Self-administration of medication by pupils; conditions ...
	<u>N.J.S.A.</u> 18A:40-12.5	Policy for emergency administration of epinephrine to public school pupils
	<u>N.J.S.A.</u> 18A:40-12.6	Administration of epinephrine; primary responsibility; parental consent
	<u>N.J.A.C.</u> 6A:27-1.1 <u>et seq.</u>	Student transportation
	<u>See particularly:</u> <u>N.J.A.C.</u> 6A:27-1.1(b), -7.6, -11.1, -11.2	
	<u>Rhodes v. Caldwell Board of Education</u> , 1981 <u>S.L.D.</u> 140	

### **Possible Cross References:**

1210	Community organizations
*1230	School-connected organizations
*3450	Money in school buildings
*3541.31	Privately owned vehicles
*5020	Role of parents/guardians
*5136	Fund-raising activities
*5141.21	Administering medication
*6145	Extracurricular activities
*6154	Homework/makeup work

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

FIELD TRIPS

Medication/Procedure Dependent Students

Definitions:

- A. Medication Dependent (MD) students - Those students who must, by physician order, take medication during the school day may in order to attend school.
- B. Medical Procedure Dependent (MPD) students - Those students who must, by physicians order, receive medical care for treatments such as catheterization, tracheostomy, asthma etc. during the school day in order to attend school.
  - 1. Teachers must keep the school nurse informed of any field trips in which an MD or MPD student will participate. This notice must be at least two weeks before the date of the field trip.
  - 2. All field trip request forms must indicate the number of MD/MPD students participating and the person responsible for their medical care.
  - 3. Permission for attendance on the field trips is the responsibility of the parent. If a student must have medication or a medical procedure while on a field trip the parent/guardian will be encouraged to accompany the student to ensure that medical responsibilities are fulfilled.
  - 4. If the parent/guardian or designee is unable or unwilling to accompany the student, several options must be considered as it is not feasible for the school nurse to leave the building.
  - 5. Option #1 - The school nurse, with parental permission, will contact the student's physician for permission to change the time that the medication is due to accommodate the time of the field trip for that day. If medical procedure is needed, again with parental permission, the school nurse will give the treatment before the field trip and after the field trip.

Option #2 - If the school nurse is concerned about the student's physical safety and well-being while on a field trip, the nurse will contact the parents to express her concerns and recommendations. If the parent insists in spite of the school nurse's concerns, that the student must participate in the field trip and the school nurse is in disagreement, the school nurse will contact the office of Health Services for a decision by the Chief School Physician. Before making a decision the Chief School Physician will consult with the parent/guardian and the student's physician.

NOTE: Only licensed medical professionals are permitted to give medications or perform the necessary medical treatments. Teachers, administrators and aides are not permitted to do this and can be held legally responsible if an incident should occur.

Adopted: March 30, 1998  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

**Exhibit**

---

FIELD TRIP FORMS

**FIELD TRIP REQUEST FORM**

The \_\_\_\_\_ School hereby makes an application to the Board of Education for approval of a class trip for the class of \_\_\_\_\_.

- 3. Date of Application: \_\_\_\_\_
- 4. Destination: (Name) \_\_\_\_\_
- 5. Location (City/State): \_\_\_\_\_
- 6. What is the objective of this trip?

\_\_\_\_\_

\_\_\_\_\_

- 7. Objective is related to:  
E.I.P. \_\_\_\_\_ Classroom Activities \_\_\_\_\_ Other (Specify) \_\_\_\_\_

- 8. Time/Date
  - a. Departing from School: \_\_\_\_\_
  - b. Returning to School: \_\_\_\_\_

(PLEASE ATTACH A TRIP ITINERARY TO THIS APPLICATION)

- 9. Do either of these dates conflict with a religious holiday or important school event? Yes / No  
If yes, can it be scheduled for another day?

10. Trip's Sponsor:

11. Name of travel agent and company's name and address:

\_\_\_\_\_

12. Who will collect/hold the permission slips/medical release forms: \_\_\_\_\_

13. What grade(s) will participate \_\_\_\_\_

No. Students Participating: \_\_\_\_\_ No. Excluded: \_\_\_\_\_

If students are excluded, state the reason(s) \_\_\_\_\_

\_\_\_\_\_

14. No. of chaperons: \_\_\_\_\_

(PLEASE ATTACH A LIST OF CHAPERONES TO THIS APPLICATION, INCLUDING NAME AND ADDRESS)

15. Transportation Types/Company Names:

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

16. Per Person Cost: \_\_\_\_\_

17. How is the trip being financed? \_\_\_\_\_

18. If money is being collected who is responsible for its accounting? \_\_\_\_\_

\_\_\_\_\_

19. Has the person in charge visited or inquired about the destination so that he/she knows:

- a. What there is to see? Yes / No
- b. What there is to do? Yes / No
- c. What eating facilities are available? Yes / No
- d. What toilet facilities are available? Yes / No
- e. What safety precautions must be taken? Yes / No
- f. Are there water games, rides or swimming? Yes / No

\_\_\_\_\_  
Signature of Teacher-in-charge

\_\_\_\_\_  
Signature of Financial Advisor

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Signature of Appropriate Director

Today's Date: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

-----

**OVERNIGHT FIELD TRIP REQUEST FORM**

The \_\_\_\_\_ School hereby makes an application to the Board of Education for approval of an overnight field trip.

- 1. Date of Application \_\_\_\_\_
- 2. Destination: (Name) \_\_\_\_\_
- 3. Location (City/State): \_\_\_\_\_
- 4. What will be seen by the students? \_\_\_\_\_  
\_\_\_\_\_
- 5. Date of the Field Trip begins: \_\_\_\_\_ Date trip ends \_\_\_\_\_
- 6. Rain/Snow Date: \_\_\_\_\_
- 7. Do either of these dates conflict with a religious holiday or important school event? Yes / No
- 8. Time of Departure from School: \_\_\_\_\_ Return: \_\_\_\_\_

PLEASE ATTACH A TRIP ITINERARY TO THIS APPLICATION

- 9. Sponsor of Trip: \_\_\_\_\_
- 10. Who will hold the permission slips/medical releases? \_\_\_\_\_
- 11. Grade(s) participating \_\_\_\_\_
- 12. Number of students participating: \_\_\_\_\_ Number excluded: \_\_\_\_\_
- 13. Number of Chaperones: \_\_\_\_\_ Number per student: \_\_\_\_\_

PLEASE ATTACH A LIST OF CHAPERONES TO THIS APPLICATION

- 14. Type of Transportation / Company Name:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

- 15. Total Cost: \_\_\_\_\_ Students contribution \_\_\_\_\_
- 16. How is the trip being financed: \_\_\_\_\_
- 17. If money is being collected, who is responsible for its accounting? \_\_\_\_\_

- 18. This trip is being taken by students because (check all that apply):  
\_\_\_\_\_ Participation is part of the curriculum

Explain: \_\_\_\_\_

\_\_\_\_\_ Participation will enhance the curriculum

Explain: \_\_\_\_\_

\_\_\_\_\_ Participation in an athletic competition

19. Has the person in charge visited or inquired about the destination so that he/she knows:

- a. What there is to see? Yes / No
- b. What there is to do? Yes / No
- c. What eating facilities are available? Yes / No
- d. What toilet facilities are available? Yes / No
- e. What safety precautions must be taken? Yes / No

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Financial Advisor Signature

\_\_\_\_\_  
Principal's Signature

Today's Date: \_\_\_\_\_

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_

-----

**FIELD TRIP PERMISSION FORM**

Dear Parents/Guardians:

In order to provide varied experiences for your child, it is sometimes necessary to take children on field trips. These trips are properly supervised at all times to insure maximum safety for your children. However, it is necessary that you grant us permission so that your child may enjoy these trips.

Please fill out the attached form and return it to the school as soon as possible.

-----

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

My child(ren), \_\_\_\_\_ has/have my permission to go on the field trip, to \_\_\_\_\_ on (Date) \_\_\_\_\_, with the \_\_\_\_\_ class of the Camden Public School District.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

-----

**OVERNIGHT FIELD TRIP PERMISSION FORM**

Parent/Guardian's Permission Slip

Date \_\_\_\_\_

The \_\_\_\_\_ is planning a field trip to  
\_\_\_\_\_ on \_\_\_\_\_ (Date).

Time of departure from school \_\_\_\_\_

Time of return to school \_\_\_\_\_

Type of transportation \_\_\_\_\_ Approximate cost to student \_\_\_\_\_

Lunch Arrangements \_\_\_\_\_

Other information \_\_\_\_\_

APPROPRIATE DRESS WILL BE RECOMMENDED BY THE TEACHER TO THE PARENT/GUARDIAN.

Please detach and return to the class, club or activity sponsor if you desire your child to accompany the group.

-----

Date \_\_\_\_\_

I hereby give \_\_\_\_\_ permission to accompany

The \_\_\_\_\_ on a field trip on \_\_\_\_\_ (Date).

Please be aware that my child will be in need of the following medication while on the

trip: \_\_\_\_\_ . Also, please be apprised of the following

physical problems that will need to be brought to the attention of the teacher in

charge: \_\_\_\_\_

Signed: \_\_\_\_\_ Telephone: \_\_\_\_\_

Parent/Guardian Release (Form 2) and Consent to Emergency Medical Treatment (Form 3, New Jersey) or (Form 3A) Power of Attorney for Out-of-State Overnight must be signed for all overnight trips.

## OVERNIGHT FIELD TRIP RELEASE AND INDEMNIFICATION AGREEMENT

Please Read and Sign

Re: TRIP \_\_\_\_\_ Date: \_\_\_\_\_

TO: The Camden City Board of Education

The undersigned Parent(s)/Guardian(s) of \_\_\_\_\_ (Name of Student) in connection with the above trip, acknowledge and agree to the following:

- A. Student participation in this trip is voluntary and not a requirement of the educational program of the school district.
- B. The school district has assisted those wishing to participate, by coordinating travel arrangements and priding chaperones. In doing so, the school district assumes no responsibility nor liability in connection with the service of any aircraft, train, vehicle, vessel or other conveyance which is used to transport passengers or baggage. Neither will the school district be responsible for any loss, or injury to persons or property, which may be occasioned by accident, delay or irregularity, or by any defect in the common carrier equipment, or through cancellations, neglect or default of any common carrier, travel agent, tour company or hotel; nor shall the school district be responsible for any illness, disease, infirmity or injury, damage or inconvenience sustained by any person for any reason whatsoever.
- C. Baggage and personal effects are at "owner's risk" throughout the trip. Baggage insurance is strongly recommended and participants are cautioned against the risk of hand-carried articles being left in transport conveyance.
- D. At all times during the trip, participants are required to exhibit good behavior, to conduct themselves with due regard for the well-being of other participants and to promptly obey the directions of the supervising personnel in charge. The school district reserves the right to remove any person from this trip for legitimate reason or due cause, as determined by the supervising personnel, including disruptive behavior, illness, the use or possession of alcoholic beverages or controlled substances, or possession of a weapon or dangerous instruments.
- E. The undersigned agree(s) to specifically explain to the student participant named above the utmost need for strict discipline and obedience to direction in order to assure the well-being and safety of the trip participants.
- F. The Undersigned have by separate document, given the school district authorization to request, allow and authorize emergency medical treatment for the student participant if required. If during the period of the trip the Undersigned anticipate being unavailable or are actually not available to receive communications at the telephone numbers or address previously recorded with the school district, the Undersigned shall immediately notify the school district in writing of a means of communicating with a person authorized to receive and act upon emergency messages concerning the named student participant.
- G. **RELEASE AND INDEMNIFICATION:** The Undersigned hereby releases the Camden City Board of Education, its agents, employees and representatives (Indemnified Parties) from all claims, liability, and damages for personal injuries, property damage, or other loss arising out of the voluntary participation of the student in this travel activity. Further, the Undersigned agree to indemnify and hold harmless the Indemnified Parties from any claims, liability, obligations, costs and expenses (including reasonable attorney fees) of every kind and character whatsoever which may be asserted against the Indemnified Parties by reason of any act taken or not taken by the above-named student participant or the Undersigned relating to this travel activity.

Having read and agreed to the foregoing terms, the Undersigned have signed this RELEASE AND INDEMNIFICATION AGREEMENT on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
(Witness)

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
(Witness)

\_\_\_\_\_  
Signature of Parent/Guardian

-----

**OVERNIGHT FIELD TRIP MEDICAL AUTHORIZATION (Form3A)**  
(For Emergency Medical Treatment on Trips Outside New Jersey)

Power of Attorney:

The Power of Attorney is given on \_\_\_\_\_, 20\_\_\_\_\_.

BY: The Principal(s) \_\_\_\_\_

Name of Parent(s)/Guardian(s) (Referred to as "I")

Parent(s)/Guardian(s) of \_\_\_\_\_

Name of Minor Child \_\_\_\_\_

whose address is \_\_\_\_\_ (Street Address & Municipality)

\_\_\_\_\_ (Home Telephone) and

\_\_\_\_\_ (Parent/Guardian Business telephone)

TO: The Agent Camden City Board of Education  
201 North Front Street  
Camden, NJ 08102

and the employees of the school district designated as chaperone for the student trip hereafter described, (the Board of Education and chaperone(s) being referred to as "Agent")

Appointment and grant of authority: I appoint the Board of Education of the Camden School District and its designated chaperone(s) as my Agent to do every act which I could personally do for the following purposes:

- A. To perform any act or exercise any right, power or duty that I may now have the legal right, power or capacity to exercise or perform relating to the care, custody and person of the above named minor child during the course of a

Student trip to: \_\_\_\_\_

Scheduled for: \_\_\_\_\_

- B. To request, allow or authorize medical care and treatment for the minor child and to otherwise act in loco parentis during the aforesaid student trip.

Hold Harmless:

I agree to indemnify and hold harmless the Camden City school District, its Board members, agents, employees and representatives (Indemnified Parties) from any claims, liability, obligations, costs and expenses (including reasonable attorney fees) of every kind and character whatsoever which may be made or asserted against the Indemnified Parties by reason of any act taken or not taken pursuant to this Power of Attorney.

Disability:

This Power of Attorney shall remain in effect even if I am under a disability as defined in N.J.S.A. 46:2b-8b.

Dated: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Witness \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

STATE OF NEW JERSEY, COUNTY OF CAMDEN: ss.

I certify that on \_\_\_\_\_, 20\_\_\_\_, \_\_\_\_\_ personally came before me and acknowledged under oath to my satisfaction, that the person (or each person) named in this document personally signed, sealed and delivered this document as his/her act and deed.

\_\_\_\_\_  
Signature and Seal of Notary

Student's Health Insurance \_\_\_\_\_  
Name of Company \_\_\_\_\_  
Policy Number \_\_\_\_\_

THIS FORM GIVES THE SUPERVISOR IN CHARGE THE AUTHORITY TO EXERCISE DISCRETIONARY AUTHORITY IN THE EVENT OF AN EMERGENCY. EFFORTS WILL BE MADE TO CONTACT PARENTS/GUARDIANS BEFORE TAKING ACTION.

-----

## FIELD TRIPS EVALUATION FORM

### Evaluation of Field Trips:

Upon the completion of each field trip, an evaluation sheet must be filled out. This will help the administration to do the following:

- A. Establish a suggested list of valuable field trips.
- B. Become aware immediately of any problems that may arise in the scheduling and taking of field trips.

1. Specific Place: \_\_\_\_\_

2. Was this trip appropriate for the grade level? Yes \_\_\_\_\_ No \_\_\_\_\_

Explain: \_\_\_\_\_

\_\_\_\_\_

3. Will this trip best serve as (check response)

- a. Motivation for a unit about to start? \_\_\_\_\_
- b. A supplement to an on-going unit? \_\_\_\_\_
- c. A culminating activity for a unit? \_\_\_\_\_
- d. A review of a unit just completed? \_\_\_\_\_

4. Was this trip worth the time involved? Yes \_\_\_\_\_ No \_\_\_\_\_

5. Would you make this trip again? Yes \_\_\_\_\_ No \_\_\_\_\_

6. What changes, if any, would you make the next time you plan this trip?

\_\_\_\_\_

\_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Room \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

-----

## FIELD TRIPS APPROPRIATE FOR THE CAMDEN CITY PUBLIC SCHOOLS

### Kindergarten:

Zoo  
Aquarium

### Grade 1:

Sesame Place  
Herr's Potato Chip Factory  
Storybook Land  
Public Library

### Grade 2:

Jersey Central Power and Light  
Please Touch Museum  
Campbell's Museum

### Grade 3:

Port of Philadelphia History Museum  
Walt Whitman Center

### Grade 4:

Academy of Natural Sciences  
NJ Children's Museum, Paramus, NJ

### Grade 5:

Maritime Museum and Franklin Court  
Stedman Art Gallery  
Independence Hall and Historical Sites

### Grade 6:

Franklin Institute  
New Jersey State Museum/Old Barracks

### Grade 7:

Glassboro Center for the Arts  
Ellis Island  
Baltimore Harbor and Science Center

### Grade 8:

Washington, DC  
Liberty State Park and Museum

## FIELD TRIPS INAPPROPRIATE FOR THE CAMDEN CITY SCHOOLS

### ALL WATER PARKS

Great Adventure (except, Science Day)  
Hershey Park trips this is unnecessary.

**Policy**

---

HOMEWORK/MAKEUP WORK

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.

Incompletes

When a pupil does not complete work missed for absence 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: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Homework, Makeup Work

**Legal References:** N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:36-14 Religious holidays; absence of pupils on; effect  
N.J.S.A. 18A:54-20 Powers of Board (county vocational schools)  
N.J.A.C. 6A:32-10.1 et seq. Summer School Sessions

**Possible**

<b><u>Cross References:</u></b>	1320	Participation in out of school community activities
	*1322	Contests for pupils
	*5020	Role of parents/guardians
	*5113	Absences and excuses
	*5124	Reporting to parents/guardians
	*6145	Extracurricular activities
	*6153	Field trips
	6174	Summer school

\*Indicates policy is included in the Critical Policy Reference Manual.

## **Regulation**

---

### HOMEWORK/MAKEUP WORK

#### Purpose:

In planning homework, emphasis should be placed on the value of the assignment. The purposes of homework may be to:

1. Strengthen basic skills;
2. Reinforce study habits;
3. Extend classroom learning;
4. Develop initiative, responsibility, and self-direction;
5. Increase range and scope of interests;
6. Foster worthwhile use of leisure time;
7. Stimulate independent thinking.

#### Basic Principles:

To be effective in meeting these purposes, homework must be carefully planned within each subject area in accordance with the following principles:

1. Students should be taught how to study before they are expected to work independently. It is the teacher's ongoing responsibility to build upon techniques of study previously acquired.
2. The purpose of the assignment and its relation to what has been learned in the classroom must be clearly understood by the students.
3. The teacher should plan with the students not only what to do, but how to do it.
4. The assignment should grow out of classroom activities and projects.

#### Homework Assignments:

Teachers must consider the student's total daily homework load when deciding upon the length of any assignment and make sure that all required work is well within each student's ability level. The assignments should be varied, and should require the use of a number of skills.

Every homework assignment should be evaluated.

#### Special Considerations:

1. Home assignments should be as carefully planned as any classroom activity.
2. The teacher should take into consideration the age, school experiences, physical handicaps and ability of the students.

3. Available home and community facilities and resources should influence the amount and type of homework given.
4. Individual or small group assignments, varied to meet the needs of students, are often desirable.
5. Reading assignments should be at student's independent reading level.
6. Time should be allowed for wholesome outdoor activities.

Some Suggested Types of Homework:

1. Studying for the mastery of basic skills
2. Studying to remember certain significant content
3. Gathering information in preparation for a trip
4. Taking a trip on out-of-school time
5. Reporting on a television program which has an educational value
6. Reading to parents/guardians from books already read in class
7. Collecting, constructing and classifying materials
8. Writing original stories, plays and poems
9. Constructing a model or doing an experiment
10. Participating in community activities
11. Practicing body-conditioning exercises and physical skills
12. Preparing a written report
13. Preparing for an oral report in literature, science, and social studies
14. Listening to good music
15. Using arts and crafts skills to develop learning in other areas of the curriculum
16. Interviewing people
17. Solving significant problems
18. Observing and recording current events through the mass media

Responsibility of the Parents/guardians:

While the student should assume the major responsibility for completing the homework assignments, parents/guardian should be encouraged to take an active interest in their child's homework by:

1. Promoting a good attitude toward home assignments;

2. Providing a definite time and suitable place free from distractions for study or home activities;
3. Making available, if possible, resource materials;
4. Assisting with drills;
5. Checking their child's work for neatness;
6. Arranging with the teacher for limited homework assignments when the child's physical condition necessitates it.

Homework should be meaningful and therefore never assigned as punishment. A carefully planned program of home assignments can be a very effective means of increasing the student's learning. The home and the school must work together; one cannot take the place of the other. A well-planned program of homework activities provides an opportunity for the home, school and community to cooperate in the education of their boys and girls.

Suggested Time Allotment:

**Elementary**

Grade	Minimum	Maximum
Kindergarten	10 minutes	15 minutes (Daily except Friday)
First	10 minutes	20 minutes (Daily except Friday)
Second	20 minutes	30 minutes (Daily except Friday)
Third	20 minutes	30 minutes (Daily except Friday)
Fourth	30 minutes	45 minutes (Daily except Friday)
Fifth	30 minutes	45 minutes (Including Friday at Discretion of Teacher)
Sixth	30 minutes	60 minutes (Including Friday at Discretion of Teacher)

**Secondary**

Beginning at the seventh grade, when classes are departmentalized, the student's daily subject load must be considered when deciding upon the length of any assignment. Therefore, it is recommended that homework in each subject be assigned on a daily basis, for a minimum period of 15 minutes per night. Generally, this will result in approximately 90 minutes of homework on a daily basis for students in grades 7 - 12.

Adopted: June 24, 1985  
 Revised: August 23, 1995  
 Readopted: August 14, 2007  
 NJSBA Review/Update: March 2009

**Policy**

---

INSTRUCTIONAL PLANNING/SCHEDULING

The Superintendent and staff shall keep abreast of developing technologies and teaching methodologies, investigating those likely to be of benefit to district pupils, and recommending them for Board consideration.

The Board recognizes that district pupils vary in learning styles and in ability. Therefore, the Superintendent shall ensure that teaching staff adapt their instructional methods and arrangements to meet identified pupil needs and encourage maximum individual progress.

The Superintendent shall ensure that district personnel, time and facilities are used in such a way as to provide the most favorable learning environment for all pupils, thus fostering achievement of district goals, objectives and standards.

Because the Board believes that pupils can learn better and faster when the skills learned in one discipline are integrated into another, programs, projects and units of study shall be encouraged that require the use of reading, writing and mathematics skills in conjunction with other areas of study, such as music, art, science, etc. The Board also encourages programs that call on various skill levels of several grades in one discipline, such as musical presentations, science fairs, and other similar efforts.

Every effort should be made to further district affirmative action/equity goals in developing instructional arrangements.

The Board directs that instruction be planned and scheduled in such a way that there is minimum disruption of the school day, including movement between classes and conflicting activities.

Nonpublic School Pupils

Required instructional services shall be delivered to nonpublic school pupils in facilities that are acceptable and convenient to staff and students.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Instructional Planning, Instructional Scheduling, Scheduling

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:46-19.5	Consent of parent or guardian; location of provision of services
	<u>N.J.S.A.</u> 18A:46A-5	Consent of parent or guardian; location
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessments
	<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
	<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual Education

N.J.A.C. 6A:26-12.1 et seq. Operation and Maintenance of Facilities

Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

**Possible**

<b><u>Cross References:</u></b>	*2224	Nondiscrimination/affirmative action
	*4113/4114	Assignment; transfer
	*5145.4	Equal educational opportunity
	*5200	Nonpublic school pupils
	*6010	Goals and objectives
	6130	Organizational plan
	6141.4	Independent study
	*6142.2	English as a second language; bilingual/bicultural
	*6151	Class size
	6152	Grouping
	*6171.2	Gifted and talented
	*6171.4	Special education

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

INSTRUCTIONAL SERVICES AND RESOURCES

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.

Adopted: June 24, 1985  
Revised: August 28, 1989  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009  
Key Words

Instructional Services, Instructional Resources

**Legal References:** N.J.S.A. 18A:34-1 Textbooks; selection; furnish free with supplies; appropriations  
N.J.A.C. 6A:7-1.4 et seq. Responsibilities of the district Board of Education  
N.J.A.C. 6A:8-2.1 Authority for educational goals and standards  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	*3220/3230	State funds; federal funds
	*4113/4114	Assignment; transfer
	*4213/4214	Assignment; transfer
	*5145.4	Equal educational opportunity
	*6121	Nondiscrimination/affirmative action
	*6141	Curriculum design/development
	*6142.2	English as a second language; bilingual/bicultural
	*6161.1	Guidelines for evaluation and selection of instructional materials
	*6171.3	At-risk and Title 1
	*6171.4	Special education

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

INSTRUCTIONAL SERVICES AND RESOURCES

Duplicating of Copyrighted Materials:

A. Purpose

To establish procedures for the authorized duplicating of copyrighted materials in the Camden City Public Schools.

B. References

Board of Education policy; Copyright Act of 1976

C. Fair Use of Audio, Video, and Printed Materials

Under the "fair use" doctrine of Section 107 of P.L. 94-553 of the copyright law, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or copying a product is to fall within the bounds of fair use, these four standards must be met for any of those purposes:

1. The purpose and character of the use

The use must be for such purposes as teaching or scholarship, and must be nonprofit. Fair use would probably allow teachers acting on their own to copy small portions of a work for the classroom, but would not allow a school system or institution to do so.

2. The nature of a copyrighted work

Copying portions of a news article may fall under fair use, but not copying from a workbook designed for a course of study.

3. The amount and substantiality of the portion used

Copying the whole of a work cannot be considered fair use; copying a small portion may be. At the same time, however, extracting a short sequence from a 16mm film may be far different than a short excerpt from a textbook because two or three minutes out of a 20 minute film might be the very essence of that production, and thus outside fair use. Under normal circumstances, extracting small amounts out of an entire work would be fair use, but a quantitative test alone does not suffice.

4. The effect of the use upon the potential market for or value of the copyrighted work

If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials is an infringement, and making multiple copies presents the danger of greater penalties.

#### D. Printed Materials

Guidelines for the copying of printed materials were published by the ad hoc committee of educational organizations and institutions on the Copyright Law Revision. These guidelines are accepted and are to be enforced. Attached are Appendix A, "Guidelines for Classroom Copying" and Appendix B, "Guidelines for Educational Uses of Music."

#### E. Computer Software

District employees will be expected to adhere to the provisions of Public Law 96-517, Section 7(b) which amends Section 117 of Title 17 of the United States Code to allow for the making of back-up copy of computer programs. This states that it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program, if:

1. The copy or copies are made for archival purposes to guard against destruction or damage through mechanical failure. Only the number of copies specified by the publisher may be used. When the original archival copies are damaged, it is the responsibility of the user to request placement from the publisher or purchase a replacement.
2. Adaptations made to the computer program are permitted to be copyrighted if they are required to correctly use the program.
3. Features are permitted to be added to the program so long as the altered program is not sold or given away without the original author's permission.

#### F. Audio and Video Materials

The copy of copyrighted rental films, video tapes or audio tapes is prohibited unless written permission is received from the publisher. Off-air recordings of video and audio programs are permitted for classroom use on a limited basis. The "fair use" doctrine of P.L. 94-553 applies in these cases also. Attached is Appendix C, "Guidelines for Off-Air Recording" as taken from the agreement reached by the Ad Hoc Committee on Copyright Law, 1981.

### **Appendix A**

#### Guidelines for Classroom Copying:

##### A. Books and Periodicals - - single copying for teachers

A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

1. A chapter from a book.
2. An article from a periodical or newspaper.
3. A short story, short essay, or short poem, whether or not from a collective work.
4. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

##### B. Books and Periodicals -- multiple copies for classroom use.

Multiple copies (not to exceed more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

1. The copying meets the tests of brevity and spontaneity as defined, below; and
2. Meets the cumulative effect test as defined below; and

3. Each copy includes a notice of copyright.

### Definitions

1. Brevity

- a. Poetry

A complete poem if less than 250 words and if printed on not more than two pages, or from a longer poem, an excerpt of not more than 250 words.

- b. Prose

Either a complete article, story or essay of less than 2,500 words, or an excerpt from any prose work of not more than 1,000 words or 10 percent of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in "Poetry" and "Prose" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

- c. Illustration

One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

- d. "Special works"

Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "Prose" above notwithstanding such "special works" may not be reproduced in their entirety. However, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10 percent of the words found in the text thereof, may be reproduced.

2. Spontaneity

- a. The copying is at the instance and inspiration of the individual teacher, and

- b. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3. Cumulative effect

- a. The copying of the material is for only one course in the school in which the copies are made.

- b. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

- c. There shall not be more than nine instances of such multiple copying for one course during one class term. (The limitations stated in "A" and "B" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals).

B. Prohibition as to A and B above -- notwithstanding any of the above, the following shall be prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.
2. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
3. Copying shall not:
  - a. Substitute for the purchase of books, publishers' reprints or periodicals;
  - b. Be directed by higher authority;
  - c. Be repeated with respect to the same item by the same teacher from term to term.
4. No charge shall be made to the student beyond the actual cost of the photocopying.

## **Appendix B**

### Guidelines for Educational Uses of Music:

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future, and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

#### A. Permissible uses

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchase replacement copies shall be substituted in due course.
2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a selection, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.

5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. Prohibitions

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance except as in A1 above.
4. Copying for the purpose of substituting for the purchase of music, except as in A1 and A2 above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

**Appendix C**

Guidelines for Off-Air Recording:

- A. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re-transmission) and retained by a nonprofit educational institution for a period not to exceed the first 45 consecutive calendar days after date of recording. Upon conclusions of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.
- B. Off-air recordings may be used once by individual teachers in the course or relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar place devoted to instruction within a single building as well as in the homes of students receiving formalized home instruction, during the first 10 consecutive days in the 45 calendar-day retention period. "School days" are school session days -- not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions -- within the 45-calendar-day retention period.
- C. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
- D. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
- E. After the first 10 consecutive school days, off-air recordings may be used up to the end of the 45-calendar-day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
- F. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

G. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Adopted:	June 24, 1985
Revised:	August 28, 1989
Revised:	August 23, 1995
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Policy**

---

LOANED COMPUTER FOR HOME USE

The Board of Education recognizes the need to adhere to all rules and regulations pertaining to special education students. Therefore, whenever a special education student's Individualized Education Program (IEP) and the neurological report requires the need for a home computer, the Superintendent or designee shall arrange to have a computer/word processor delivered to the child's home on a "loaned" basis.

Adopted: February 24, 1997  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

**Legal References:** N.J.S.A. 18A:7A-7,-9,-10 Local Boards of education, establishment of goals and standards, basic skills improvement plan

**Possible**

**Cross References:**

*3220/3230	State funds; federal funds
3543.1	Data processing
*4113/4114	Assignment; transfer
*4213/4214	Assignment; transfer
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6141	Curriculum design/development
*6142.2	English as a second language; bilingual/bicultural
*6142.10	Technology
*6161.1	Guidelines for evaluation and selection of instructional materials
*6171.3	At-risk and Title 1
*6171.4	Special education

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

LOANED COMPUTER FOR HOME USE

REGULATION:

1. The parent/guardian shall sign a receipt of delivery, which lists all serial numbers and cash value of each item loaned;
2. The computer shall contain only programs deemed necessary for the student to do his or her assignments;
3. Access to the computer's hard drive shall be password protected, so that additional programs cannot be loaded into the computer and information will be saved on to a floppy disk;
4. The computer shall be delivered and set up by qualified district personnel. This person shall also give a brief lesson on how to use the computer and basic safety precautions;
5. Requests for additional software shall be made through the department supplying the computer. If approved, the software shall be delivered and set up by qualified district personnel;
6. When the computer is deemed no longer a requirement of the IEP, or the child leaves the district, the parent/guardian shall have no more than five (5) school days from notification to return the loaned equipment to the department that loaned the equipment;
7. The parent/guardian agrees to be responsible for the safe keeping of the loaned devices, up to the specified cash value.
8. The parent/guardian agrees to be responsible for returning the computer in the condition in which it was loaned, and assumes responsibility to pay for the difference in value of the equipment not returned in that condition.

Adopted: February 24, 1997  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

**Exhibit**

---

LOANED COMPUTER FOR HOME USE

Date: \_\_\_\_\_

Receipt of the following Camden City Board of Education computer items for the sole and exclusive use by \_\_\_\_\_ is acknowledged:

ITEM	SERIAL #	VALUE	CONDITION
1.			
2.			
3.			
4.			
5.			
6.			

It is agreed that the above items must be kept in good condition and will be returned to \_\_\_\_\_ within five (5) days of any change in the child's IEP that eliminates the need for a home computer system, or the child leaves the district.

Signature of Parent/Guardian: \_\_\_\_\_

Date Received: \_\_\_\_\_

Adopted: February 24, 1997  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

**Policy**

---

GUIDELINES FOR EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

The Board of Education believes that textbooks should support and enrich the curriculum and make possible the achievement of the district's instructional goals. The Superintendent shall develop procedures for continual review of new texts being offered and evaluation of those already in use to ensure that the textbooks used in this district are up to date in the factual matter they present and further the district's instructional goals. Textbooks and instructional materials should be judged by additional standards which shall include, but not be limited to:

- A. Does the material reflect the district's affirmative action/equity policy, which prohibits the teaching or encouragement of bias based on any categories listed in law or Board policy?
- B. Does it help pupils develop abilities in critical reading and thinking?
- C. Does it provide effective basic or advanced education for the pupils for whom it is intended?

The review process shall:

- A. Be conducted by teaching staff members, particularly those teachers who will be using the materials as an integral part of the instructional program;
- B. Include a written review of the material which shall reflect the consensus of the teaching staff;
- C. Provide an opportunity for public inspection of the recommended text.

The Superintendent shall develop administrative rules outlining a procedure for the selection of instructional materials that meets the above criteria. Instructional materials used within the district should be sufficient in quantity and scope to meet the needs of every pupil in the district.

The Board, by law, makes the final textbook selection decision. However, prior to final adoption, the recommendations resulting from each review will be given thorough consideration.

Any citizen who objects to the final selections made by the Board should follow the procedures outlined in regulation 6161.2 Complaints regarding instructional materials.

Animal Dissection

Animal dissection is not required and alternative education to be provided:

The Board, by law, will allow pupils to refuse to participate in animal dissection.

- A. The Board will offer an alternate education program for a course or portion of a course involving dissection of animals.
- B. A public school pupil from kindergarten through grade 12 may refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

1. "Alternative education project" means the use of video tapes, models, films, books, computers, or any other tools which provide an alternative method for obtaining and testing the knowledge, information, or experience required by a course of study.
  2. "Animal" means any living organism that is an invertebrate, or is in the phylum chordata or organisms which have a notochord and includes an animal's cadaver or severed parts of an animal's cadaver.
- C. The school shall notify pupils and their parents or guardians at the beginning of each school year of the right to decline to participate in the activities enumerated in subsection a. of this section and shall authorize parents or guardians to assert the right of their children to refuse to participate in these activities. Within two weeks of the receipt of the notice, the pupils, parents or guardians shall notify the school if the right to decline participation in the enumerated activities will be exercised.
- D. Any pupil who chooses to refrain from participation in or observation of a portion of a course of instruction in accordance with this section 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 parts.
- E. 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: June 24, 1985  
 Revised: August 23, 1995  
 Readopted: August 14, 2007  
 NJSBA Review/Update: March 2009

Key Words

Evaluation, Instructional Materials, Selection of Instructional Materials, Evaluation of Instructional Materials

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:4-25 <u>N.J.S.A.</u> 18A:33-1 <u>N.J.S.A.</u> 18A:34-1 <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> P.L. 2005, c. 266 <u>N.J.A.C.</u> 6A:7-1.4 <u>N.J.A.C.</u> 6A:23-6.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:32-14.1	Prescribing minimum courses of study for public schools; approval of courses of study District to furnish suitable facilities; adoption of courses of study Textbooks; selection; furnished free with supplies; appropriations Curriculum and Courses Districts to provide an alternate to dissection Responsibilities of the district Board of Education Purchase and Loan of Textbooks Review of mandated programs and services
---------------------------------	--	--

Manual for the Evaluation of Local School Districts

Comprehensive Equity Plan, State Department of Education

**Possible**

<b><u>Cross References:</u></b>	*1312	Community complaints and inquiries
	*2224	Nondiscrimination/affirmative action
	*5145.4	Equal educational opportunity
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	*6121	Nondiscrimination/affirmative action
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6142.1	Family life education
	*6144	Controversial issues
	*6161.2	Complaints regarding instructional materials
	*6163.1	Media center/library

\*Indicates policy is included in the Critical Policy Reference Manual.

**Exhibit**

---

GUIDELINES FOR EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

Checklist for Analyzing Reading Texts and Other Instructional Materials for Sexist Bias:

**Yes/No**

- 1. All members of the family participate regularly and equally in household chores.
- 2. There are favorable presentations of mothers employed outside of the home.
- 3. Women working outside of the home hold administrative and/or technical jobs. They are not all teachers, librarians, social workers, nurses or secretaries.
- 4. Fathers take an active and competent part in housekeeping and child-rearing and are depicted showing feelings of tenderness.
- 5. Girls and boys participate equally in physical activities.
- 6. Girls and boys participate equally in intellectual activities.
- 7. One-parent families are portrayed, and portrayal does not suggest that children with a single parent automatically suffer from it.
- 8. Male and female characters respect each other as equals.
- 9. Girls and boys are both shown to be self-reliant, clever and brave-- capable of facing their own problems and finding their own solutions.
- 10. Multiple-parent families (divorced, remarried) are portrayed; the portrayal does not suggest that such family conditions are automatically damaging to the children.
- 11. There are no unchallenged derogatory sex-stereotyped characterizations, such as "Boys make the best architects." or "Girls are silly."
- 12. Both girls and boys are shown as having a wide range of sensibilities, feelings and responses.
- 13. Both girls and boys have a wide variety of career options.
- 14. Adults who have chosen not to marry are portrayed without bias.
- 15. There are equal numbers of stories with girls and boys as central characters.
- 16. The male noun or pronoun (mankind, he) is not used to refer to all people.
- 17. Girls' accomplishments, not their clothing or features, are emphasized.
- 18. Clothing and appearance are not used to stereotype characters.

- \_\_\_ 19. Nonhuman characters and their relationships are not personified in stereotypes (for example, depicting dogs as masculine, casts as feminine).
- \_\_\_ 20. For readers which incorporate biographies, biographies of women in a variety of roles are included.
- \_\_\_ 21. Are individual women mentioned?
- \_\_\_ 22. Are women included equally or favorably in illustrations?
- \_\_\_ 23. Are women included in case histories or examples?
- \_\_\_ 24. Are women listed by name in the index?
- \_\_\_ 25. Are women pictured as good models for everyone? Are they worthy of emulation?
- \_\_\_ 26. What do the drawings and cartoons depict?
- \_\_\_ 27. Is masculine terminology always used?
- \_\_\_ 28. Are women shown in drawings and in the text as subclass?
- \_\_\_ 29. Is the women's movement today discussed? (Soc. St.)
- \_\_\_ 30. Is there adequate coverage of the 19th Amendment and the struggle for woman's suffrage? Are women leaders and heroines covered as are Black leaders and the struggle for Black suffrage? (Soc. St.)
- \_\_\_ 31. Do the books contain misleading information or omission of information about employed women? Is there a false assumption that few women do work, and that they receive equal pay and equal opportunity?

Comments:

Adopted:	No Date
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Policy**

---

COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS

The Board recognizes that opinions may differ on the appropriateness of any given instructional materials and equipment. Occasionally an individual or group may find instructional materials used in the schools that conflict with their views. Any resident of this district shall have the right to present a request, suggestion or complaint in reference to the physical plant, playgrounds, subject matter or instructional materials.

The Superintendent shall develop procedures to give careful consideration to such requests, suggestions or complaints. These procedures shall provide that:

- A. All such requests, suggestions or complaints be in writing;
- B. Whenever possible the process be initiated and solved at the lowest effective level;
- C. District response be courteous and prompt;
- D. Successive steps of appeal and mechanisms for review are available when necessary.

The use of challenged materials or equipment by class or school shall not be restricted until a final decision has been reached.

The final decision on controversial reading matter shall rest with the Board after careful examination and discussion of the book or reading matter with school officials or others the Board may wish to involve.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Instructional Materials, Complaints Regarding Instructional Materials, Complaints, Censorship

**Legal Reference:** N.J.S.A. 18A:11-1 General mandatory powers and duties  
N.J.S.A. 18A:54-20 Powers of Board (county vocational schools)  
Board of Education Island Trees U.F.S.D. v. Pico, 457 U.S. 853 (1982)

**Possible**

**Cross References:** \*1312 Community complaints and inquiries  
2220 Representative and deliberative groups  
\*6144 Controversial issues  
\*6161.1 Guidelines for evaluation and selection of instructional materials

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

OVERDUE, DAMAGED OR LOST INSTRUCTIONAL MATERIALS AND SCHOOL EQUIPMENT

Fines shall be charged students who, whether through misuse or deliberate action, damage or lose school property. Under the law, a student who defaces or otherwise injures school furnishings or other property may be disciplined and his/her parents/guardians fined the amount of the damage.

- A. When a student loses or excessively damages a textbook which is the property of the school district, the school shall fine the student the amount applicable in the fee schedule approved by the Board.
- B. Athletic coaches shall be responsible for the proper use and care of all materials and equipment. They shall personally issue such materials to pupils and shall keep an accurate record of all equipment and materials issued, a copy of which shall be filed in the Principal's office. They shall collect all equipment at the end of each sport season. Charges shall be made for lost equipment. The Principal shall be responsible for the issuance of requisitions for purchases, repairs, and cleaning of athletic equipment and materials.
- C. Students who are lent musical instruments must pay a fee and submit cards, with parental signatures, on which they and their parents/guardians have agreed to the "conditions governing the loan of musical instruments to pupils." The cards shall be made part of inventory records.

All cards must be closely inspected for bona fide signatures; all conditions governing the loan of the instruments must be fully explained to students; notations of any instrument damage or defects are to be included on the card.

Loaned Computer for Home Use

The Board of Education recognizes the need to adhere to all rules and regulations pertaining to special education students. Therefore, whenever a special education student's Individualized Education Program (IEP) and the neurological report requires the need for a home computer, the Superintendent or designee shall arrange to have a computer/word processor delivered to the child's home on a "loaned" basis.

Adopted:	June 24, 1985
Revised:	August 23, 1995
Revised:	February 24, 1997
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

Key Words

Instructional Materials, Complaints Regarding Instructional Materials, Complaints, Censorship

**Legal References:**     N.J.S.A. 18A:34-1     Textbooks

**Possible**

<b><u>Cross References:</u></b>	*1312	Community complaints and inquiries
	2220	Representative and deliberative groups
	*6144	Controversial issues
	*6161.1	Guidelines for evaluation and selection of instructional materials

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

OVERDUE, DAMAGED OR LOST INSTRUCTIONAL MATERIALS AND SCHOOL EQUIPMENT

In all cases of lost textbooks, or of excessive damage to textbooks, the teacher shall assess a fine based on the value of the textbook and its condition when issued. Such fines shall be reported to the Principal and collected, following the procedure the respective school has established for this purpose. All moneys so collected are to be sent by the Principal to the Business Administrator/Board Secretary at the end of each month.

If any book has been defaced by a pupil, it must be replaced or paid for by the parent/guardian. After they have been notified of the defacement, the pupil may be suspended in accordance with the rules governing suspension.

Fines for loss and misuse of books shall be based on the teacher's record of condition and list price, the amount to be determined according to the following schedule:

Condition	Assessment
New	Full Value
Good	80% of Full Value
Fair	40% of Full Value
Poor	20% of Full Value

In assessing fines, the teacher's judgment will be accepted, but it is suggested that the intent of the pupil be also taken into consideration. It is suggested that in instances where previous reminders have been given to children for payment of fines that the parent/guardians be so informed directly.

Loaned Computer for Home Use:

1. The parent/guardian shall sign a receipt of delivery, which lists all serial numbers and cash value of each item loaned;
2. The computer shall contain only programs deemed necessary for the student to do his or her assignments;
3. Access to the computer's hard drive shall be password protected, so that additional programs cannot be loaded into the computer and information will be saved on to a floppy disk;
4. The computer shall be delivered and set up by qualified district personnel. This person shall also give a brief lesson on how to use the computer and basic safety precautions;
5. Requests for additional software shall be made through the department supplying the computer. If approved, the software shall be delivered and set up by qualified district personnel;

6. When the computer is deemed no longer a requirement of the IEP, or the child leaves the district, the parent/guardian shall have no more than five (5) school days from notification to return the loaned equipment to the department that loaned the equipment;
7. The parent/guardian agrees to be responsible for the safe keeping of the loaned devices, up to the specified cash value;
8. The parent/guardian agrees to be responsible for returning the computer in the condition in which it was loaned, and assumes responsibility to pay for the difference in value of the equipment not returned in that condition.

Adopted:	June 24, 1985
Revised:	August 23, 1995
Revised:	February 24, 1997
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Exhibit**

---

OVERDUE, DAMAGED OR LOST INSTRUCTIONAL MATERIALS AND SCHOOL EQUIPMENT

**EXHIBIT 1:**

\_\_\_\_\_  
School

\_\_\_\_\_  
Telephone Number

Date: \_\_\_\_\_

Dear Parent/Guardian:

According to our records your child has not \_\_\_\_\_

\_\_\_\_\_. Our records cannot be completed until all debts are cleared.

Your cooperation in this matter will be appreciated.

Sincerely yours,

\_\_\_\_\_  
Principal

Pupil: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: June 24, 1985  
Reconfirmed: August 23, 1995

-----  
**EXHIBIT 2:**

Date: \_\_\_\_\_

Receipt of the following Camden City Board of Education computer items for the sole and exclusive use by \_\_\_\_\_ is acknowledged:

ITEM	SERIAL #	VALUE	CONDITION
1.			
2.			
3.			

4.

5.

6.

It is agreed that the above items must be kept in good condition and will be returned to \_\_\_\_\_ within five (5) days of any change in the child's IEP that eliminates the need for a home computer system, or the child leaves the district.

Signature of Parent/Guardian: \_\_\_\_\_

Date Received: \_\_\_\_\_

Adopted: February 24, 1997

Readopted: August 14, 2007

NJSBA Review/Update: March 2009

**Policy**

---

COMMUNITY RESOURCES

The Board will draw on the knowledge and opinions of the community in developing mandated policies and programs in compliance with statute and administrative code, and to aid in meeting the district's identified needs.

The Board of Education encourages local businesses and individual residents who are especially qualified because of training, experience or interest to take an active part in the district's educational programs. Those persons and representatives of businesses identified by the Superintendent and the staff and approved by the Board may be invited to act as advisors in groups or individually in appropriate circumstances and situations.

The district shall also take advantage of the physical and financial resources of the community and of organizations including businesses when such facilities or locations provide learning and enrichment opportunities not otherwise available to our pupils. Pupil safety shall be a primary concern in making use of such resources.

In accordance with law, the administration shall identify and establish working relationships with licensed community agencies that are involved in evaluation and treatment of drug/alcohol problems.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Community Resources, Resources, Volunteers

**Legal References:** N.J.S.A. 18A:11-1           General mandatory powers and duties  
N.J.S.A. 18A:54-20           Powers of Board (county vocational schools)  
N.J.A.C. 6A:16-1.1 et seq.   Programs to Support Student Development  
See particularly:  
N.J.A.C. 6A:16-4.1,-4.2  
N.J.A.C. 6A:30-1.4           Evaluation process for the annual review  
N.J.A.C. 6A:32-12.1         Reporting requirements

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*1000/1010   Concepts and roles in community relations; goals and objectives  
1210           Community organizations  
\*1220           Ad hoc advisory committees  
\*1410           Local units  
\*1600           Relations between other entities and the district  
\*3280           Gifts, grants and bequests  
\*4222           Noninstructional aides  
\*5131.6         Drugs, alcohol, tobacco (substance abuse)

**Possible**

**Cross References Continued:**

*6142.1	Family life education
*6142.2	English as a second language; bilingual/bicultural
*6142.13	HIV prevention education
*6153	Field trips
6164.6	Tutoring
*6171.2	Gifted and talented
*6171.3	At-risk and Title 1
*6171.4	Special education
9420	Recognition of individuals

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

RESEARCH

The Board of Education recognizes that educational research can be a valuable tool in identifying and applying strategies to enhance student achievement and in identifying factors that could prevent students from becoming contributing members of society. Surveys among student populations can be an important part of this research.

Students and parents/guardians retain certain rights, however, in the administration of surveys. The Board shall ensure that prior written consent is obtained from parents/guardians or emancipated students before any survey is administered that is funded in whole or in part by any program, if the survey (analysis or evaluation) is designed to reveal information on any of the following:

- A. Political affiliations or beliefs of the student or the student's parents/guardians;
- B. Mental and psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
- G. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written informed consent shall also be obtained from parents/guardians or emancipated students prior to the administration of any academic or nonacademic survey, assessment, analysis or evaluation that would reveal the student's social security number.

Parents/guardians shall be given the opportunity to inspect any survey, analysis or evaluation that solicits information in any of the above areas. If parents/guardians object to their child(ren)'s participation in the survey, the child(ren) shall be allowed to opt out.

Prior approval of the Superintendent is required for all other surveys on topics not listed. Anyone seeking approval of a proposed survey must provide the Superintendent with details of the survey methodology, its specific educational purpose and a description of how results will be disseminated and applied.

For all surveys the identity of the respondent shall remain confidential.

The Superintendent shall develop regulations to implement this policy that include reasonable timelines for parents/guardians to access and review surveys as prescribed by law, and arrangements to protect student privacy in the administration of a survey.

This policy and the regulations shall be made available to the public at least annually at the beginning of the school year, especially to parents/guardians and to district staff. The public shall be informed within a reasonable period of time if substantive change is made to policy and regulations. The public shall also be informed of specific or approximate dates, if known, when surveys may be administered.



**Policy**

---

MEDIA CENTER/LIBRARY

The district's media centers shall contain a wide range of materials on all levels of difficulty, appealing to diverse tastes, and presenting different points of view. Every pupil shall have access to a media collection containing materials appropriate to age level, interests and courses of study.

The Superintendent has final responsibility for the selection of media center materials by professionally trained personnel-media specialists, teachers, Principals and supervisors. Requests from faculty and pupils shall be given consideration.

In selecting materials to recommend for purchase, the media specialist shall evaluate the existing collection and consult reputable, unbiased, professionally prepared selection aids, and specialists from all departments and/or all grade levels.

In addition to standard book materials, the Board shall provide for the use of a wide variety of audiovisual materials and equipment to enhance the curriculum.

The media centers shall offer a continuous program of instruction in library and study skills, preparing pupils for independent use of learning resources and for development of reading, listening and viewing abilities and tastes.

The Superintendent shall develop and present for Board approval a media center/library program to provide necessary space, personnel and material to implement this policy.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Library, Media Center, Audiovisual Materials

**Legal References:** N.J.A.C. 6A:9-13.14 School library media specialist  
N.J.A.C. 6A:9-13.15 Associate school library media specialist  
N.J.A.C. 6A:9-13.16 Professional librarian

Board of Education Island Trees U.F.S.D. v. Pico, 457 U.S. 853 (1982)

**Possible**

**Cross References:** \*1312 Community complaints and inquiries  
\*6161.1 Guidelines for evaluation and selection of instructional materials  
\*6161.2 Complaints regarding instructional materials

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

LIVE ANIMALS IN THE CLASSROOM

The Board believes that the study of living forms of plant and animal life is an excellent way for students to observe appearance, behaviors, and adaptations, and is a legitimate part of the instructional program.

However, since the presence of live animals in the classroom presents special hazards, the Superintendent shall prepare guidelines to ensure both humane treatment of living creatures and vigilant supervision of students handling them.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Animal, Animals

**Possible**

**Cross References:** \*1312 Community complaints and inquiries  
\*2224 Nondiscrimination/affirmative action  
\*5145.4 Equal educational opportunity  
6000 Concepts and roles in instruction  
\*6010 Goals and objectives  
\*6121 Nondiscrimination/affirmative action  
\*6140 Curriculum adoption  
\*6141 Curriculum design/development  
\*6142.1 Family life education  
\*6144 Controversial issues  
\*6161.1 Evaluation of instructional materials  
\*6161.2 Complaints regarding instructional materials  
\*6163.1 Media center/library

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

LIVE ANIMALS IN THE CLASSROOM

The presence of live animals in the classroom presents special hazards. Both claw scratches, which may introduce a tetanus infection, and bites, which carry the added danger of rabies as well as tetanus, must be prevented. Domesticated and "wild" animals present the same hazards and should be observed and handled with the same precautions.

A. Procedures in the Event of Scratch or Bite by an Animal

If, in spite of all precautions, someone is scratched or bitten, teachers will follow the procedures below:

1. Prevent further injury.
2. Report the occurrence immediately to the nurse and the Principal, who shall see that the person receives first aid and the parents/guardians are notified.
3. Impound the animal. This is particularly important in "bite" cases since rabies is always a possibility.
4. While it is the examining physician's responsibility to notify the Board of health of possible contagion, it is also a responsibility of each person connected with such an incident--teacher, nurse, Principal, Superintendent, parent/guardian--to see that all notifications are given, and that animals are held for observation until contrary instructions are received.

B. Procedures for the Protection of Animals

The following regulations are established to protect live animals used in school studies:

1. A teacher or other qualified adult supervisor must assume primary responsibility for the purposes and conditions of any study that involves live animals.

If the school faculty does not include persons with training in the proper care of laboratory animals, the services of such a person on a consulting basis should be sought. Often a local veterinarian will offer this kind of help.

2. Each study involving animals should have as a clearly defined objective the teaching of some biological principles.
3. All animals used must be lawfully acquired in accordance with state and local laws.
4. The health of the animal used in any study shall be a prime concern of the teacher and/or student investigator. Gentle handling, proper feeding, and provision of sanitary quarters shall be strictly observed at all times. Any experiment in nutritional deficiency may proceed only to the point where the purposes of the experiment are achieved. Appropriate measures shall then be taken to correct the deficiency if such action is feasible. Otherwise, the animal must be disposed of by humane methods.
5. Studies involving anesthetic drugs, surgical procedures, pathogenic organisms, toxicological products, carcinogens, or radiation should be undertaken only under the direction of a certified teacher, or other

qualified adult (e.g., biologist, dentist, physician, or veterinarian) trained in the experimental procedure involved. Also, the requirements of the State Department of Health and the State Department of Education concerning the handling of radiation and pathogenic organisms must be met.

6. Any study involving pain must be done with the animal under anesthesia insofar as this procedure does not interfere with the clearly defined objectives of the study.
7. When the animals are housed in school quarters over vacation periods, adequate housing must be provided and a qualified caretaker must be assigned the specific duties of care and feeding.
8. Teachers of students pursuing investigations other than during the regular class periods in school as part of a school assignment or project, such as a school science fair, must also be assured that the above principles are observed.

Adopted:	August 23, 1995
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Policy**

---

**INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION PUPILS**

The Board of Education shall provide a program of intervention and referral services for general education pupils who are experiencing personal, interpersonal or academic difficulties to help them function productively and develop positively in the classroom environment.

The Superintendent shall prepare procedures to:

- A. Identify personal, interpersonal, learning, behavior and health difficulties of students;
- B. Collect thorough information on the identified personal, interpersonal, learning, behavior and health difficulties;
- C. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral plan and services;
- D. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified personal, interpersonal, learning, behavior and health difficulties;
- E. Provide support, guidance and professional development to school staff who identify personal, interpersonal, learning, behavior and health difficulties and refer pupils and to school staff who participate in planning and providing intervention and referral services;
- F. Actively involve parents/guardians in the development and implementation of intervention and referral plans;
- G. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plan;
- H. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
- I. Maintain records of all requests for assistance and all intervention and referral services plans in accordance with federal and state law and regulation;
- J. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan and modify each plan to achieve the outcomes as appropriate; and
- K. At a minimum, 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.

The Board shall review and adopt these procedures, and the Superintendent shall report to the Board on their implementation.

Adopted: August 23, 1995  
Readopted: August 14, 2007  
NJSBA/Review/Update: March 2009  
Readopted: March 22, 2011

Key Words:

Pupils Assistance Committee, Invention and Referral Services for General Education Pupils

**Legal Reference:**

N.J.A.C. 6A:16-8.1 et seq. Intervention and Referral Services

**Possible Cross References:**

\*6164.4 Child study team  
\*6172 Alternative educational programs

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

GUIDANCE SERVICES

A guidance program shall be incorporated into the district's educational program to aid pupils in making informed and responsible decisions and in using effective decision-making processes. The guidance program shall be developed and coordinated by the Superintendent in consultation with teaching staff members he/she has identified as possessing necessary skills and abilities, to help pupils acquire the insights and knowledge they need to become autonomous, mature members of adult society in a democratic nation.

The purpose of the guidance program shall be to help pupils in learning to make their own decisions concerning life's many choices-personal, educational, and career/vocational.

The guidance program shall provide, as fully as possible, the information needed to make the best decisions concerning the pupil's educational program. Such information shall include facts such as test scores, grades and educational history. Pupil records may also include anecdotes, but shall not carry judgments, opinions and other advice.

Pupils shall be encouraged to avail themselves of the help of the guidance department's personnel. The guidance department in the high school shall encourage the visits of educational and occupational representatives, including military recruiters. The administration shall have a positive attitude toward granting permission to seniors to visit schools, colleges and places of employment during school time. Pupils must have prior approval of the guidance department for the scheduled visit.

Pupils shall be aided in finding part-time jobs when in school, and permanent employment upon graduation.

Guidance services shall include establishment of a referral system that guards the privacy of the pupil and monitors the efficacy of such referrals, when district resources are not sufficient, as in drug or alcohol counseling.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Guidance Services

**Legal References:** N.J.S.A. 18A:35-4.2 Career development program  
N.J.S.A. 18A:36-19 Pupil records; creation, maintenance and retention, security and access; regulations; non-liability  
N.J.S.A. 18A:36-19.1 Military recruiters; access to schools and student information directories  
N.J.S.A. 18A:38-36 Employment certificates to part-time pupils; revocation  
N.J.S.A. 18A:46-5.1 Basic child study team services; provision by Boards of education and state operated programs

**Legal References Continued:**

<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practices
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-3.2	
<u>N.J.A.C.</u> 6A:9-13.2	Substance awareness coordinator
<u>N.J.A.C.</u> 6A:9-13.7	Director of school counseling services
<u>N.J.A.C.</u> 6A:9-13.8	School counselor
<u>N.J.A.C.</u> 6A:10A-3.1 <u>et seq.</u>	<i>School district lead standards-based instruction</i>
<u>N.J.A.C.</u> 6A:10A-4.1 <u>et seq.</u>	<i>Role of the Abbott district Board of Education</i>
<u>N.J.A.C.</u> 6A:14-3.4	Evaluation
<u>N.J.A.C.</u> 6A:16-4.1	Adoption of policies and procedures for the intervention of student alcohol and other drug abuse
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-7.1 <u>et seq.</u>	Student Records
<u>N.J.A.C.</u> 6A:32-13.3	Guidance and counseling

Manual for the Evaluation of Local School Districts

<b><u>Cross References:</u></b>	5000	Concepts and roles in pupil personnel
	5010	Personal goals and objectives for pupils
	*5020	Role of parents/guardians
	*5113	Absences and excuses
	*5114	Suspension and expulsion
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Pupil records
	*5131	Conduct/discipline
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*6142.12	Career education
	*6145	Extracurricular activities
	*6146	Graduation requirements
	*6164.4	Child study team
	*6171.1	Remedial instruction
	*6171.2	Gifted and talented
	*6171.4	Special education
	*6172	Alternative educational programs
	*6173	Home instruction

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

CHILD STUDY TEAM

The Board of Education shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The Superintendent shall present to the Board for approval job descriptions, qualifications and evaluation criteria for positions required, and shall present to the Board for hiring the best qualified applicants.

When complete evaluations of pupils are necessary, the Superintendent shall recommend for Board approval qualified persons or agencies to supplement the district team. Appropriate staff members, such as the nurse and teachers assigned to the pupil, shall also be involved.

Pupils who have been identified by any professional staff member, the parents/guardians of the child, a child welfare agency or by the health services staff as possibly having an educational disability shall be considered for evaluation.

Teachers and administrators shall provide intervention resources (e.g., adaptive teaching methods and materials, schedule changes, modified workloads, corrective or remedial instruction, etc.) in order to discover whether an observed difficulty is the result of problems within the educational delivery system. Parents/guardians shall be notified of such interventions. The members of the child study team shall be available to discuss problems informally with teachers and parents/guardians.

If the problems persist despite these intervention techniques, a formal referral, requiring due process procedures, shall be initiated. The examination of each such pupil shall proceed promptly in strict accordance with law. The Board shall review and adopt the regulations governing the referral process.

Examination of each identified child shall consist of a physical examination, a psychological examination, an educational examination, a social case study, and such other examinations as may be deemed necessary by the child study team.

Disaffected Pupils

In addition to the educationally disabled, the child study team shall consider and recommend appropriate remedies and/or programs for pupils exhibiting disaffected behavior patterns. A survey of needs shall be conducted for each such pupil. If the survey indicates the advisability of a complete evaluation, a referral shall be initiated and due process followed. If the survey indicates a change in program, the child study team shall cooperate with the teaching staff in developing an appropriate program, including, if necessary, alternative programs.

Disruptive Pupils

All staff members shall be familiar with and implement the discipline policies and procedures adopted by this Board. This implementation will identify the pupil who is disruptive. Staff members shall report the names of pupils who disrupt the educational program to the appropriate administrator who shall initiate actions that will ensure the involvement of the pupil's family and the provision of counseling and assessment services, so as to determine the causes of the pupil's disruptive behavior. A request for pre-referral intervention or for referral for evaluation may be made to the child study team.

Throughout this process, administrators, support staff, teachers, parents/guardians, and if prudent, the pupil are to be involved. If all strategies prove unsuccessful, referral to the appropriate outside agency may be made. In accordance with state law and Board policy, disruptive pupils whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion.

Adopted: June 24, 1985  
 Revised: August 23, 1995  
 Readopted: August 14, 2007  
 NJSBA Review/Update: March 2009

Key Words

Child Study Team, Referrals, Disaffected Pupils, Disruptive Pupils, Disaffected Students, Disruptive Students

- Legal References:** N.J.S.A. 18A:46-3.1 Regional consultants for hearing impaired; appointment; duties  
N.J.S.A. 18A:46-5.1 Basic child study team services; provision by Boards of education and state operated programs ...  
N.J.S.A. 18A:46-5.2 Participation by parent or guardian  
N.J.A.C. 6A:9-13.5 School social worker  
N.J.A.C. 6A:9-13.6 Speech-language specialist  
N.J.A.C. 6A:9-13.7 Director of school counseling services  
N.J.A.C. 6A:9-13.8 School counselor  
N.J.A.C. 6A:9-13.9 School psychologist  
N.J.A.C. 6A:9-13.10 Learning disabilities teacher-consultant  
N.J.A.C. 6A:14-1.1 et seq. Special Education  
N.J.A.C. 6A:32-14.1 Review of mandated programs and services  
20 U.S.C.A. 1400 et seq. - 1990 Individuals with Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act - Part B)  
29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

Manual for the Evaluation of Local School Districts

**Possible**

- Cross References:** \*4111 Recruitment, selection and hiring  
 \*5114 Suspension and expulsion  
 \*5120 Assessment of individual needs  
 \*5131 Conduct/discipline  
 \*5200 Nonpublic school pupils  
 \*6010 Goals and objectives  
 \*6146.2 Promotion/retention  
 \*6164.2 Guidance services  
 \*6171.4 Special education  
 \*6172 Alternative educational programs

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

SPECIAL INSTRUCTIONAL PROGRAMS

The regular curriculum of the district's schools is designed to accomplish the district's educational goals and objectives for a thorough and efficient system of education for all pupils.

When necessary, the regular program shall be altered or supplemented or other means used to provide for the identified needs of the following pupils:

- A. The classifiable educationally disabled
- B. The gifted and talented
- C. Those requiring compensatory or remedial programs
- D. The disaffected and alienated
- E. Pregnant pupils
- F. Pupils requiring home instruction
- G. The physically disabled
- H. Those with limited English proficiency
- I. The disruptive

Adopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Special Instructional Programs

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 10:5-1 <u>et seq.</u>	Law Against Discrimination
	<u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and remediation; policies and procedures
	<u>N.J.S.A.</u> 18A:35-15 through -26	Bilingual Education Programs
	<u>N.J.S.A.</u> 18A:46-1 <u>et seq.</u>	Classes and Facilities for Handicapped Children
	<u>N.J.S.A.</u> 18A:46A-1 <u>et seq.</u>	Auxiliary services
	<u>N.J.A.C.</u> 6A:8-3.1 <u>et seq.</u>	Implementation of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
	<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual Education
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	*6142.2	English as a second language; bilingual/bicultural
	*6171.1	Remedial instruction
	*6171.2	Gifted and talented
	*6171.3	At-risk and Title 1
	*6171.4	Special education
	*6172	Alternative educational programs
	*6173	Home instruction
	6174	Summer school
	*6178	Early childhood education/preschool

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

REMEDIAL INSTRUCTION

Pupils who perform below acceptable levels on statewide assessments of the Core Curriculum Content Standards shall participate in remedial programs. Proficiency shall also be evaluated through multiskills assessment, standardized tests, diagnostic instruments, teacher observation and pupil progress reports.

The programs shall include procedures to evaluate pupil achievement related to the remedial program objectives and standards. Continuous communication between teaching staff members and parents/guardians of pupils participating in remedial educational programs shall be coordinated by the Superintendent. These programs shall be supplemental to the regular program and designed to assist students who have academic, social, economic or environmental needs that prevent them from succeeding in regular school programs.

All parents/guardians shall be notified in writing of a pupil's need for a remedial/skill maintenance program and shall be encouraged to participate in its design.

Regulations governing these programs and procedures shall be reviewed and adopted by the Board as required by law.

The Superintendent shall evaluate the remedial education programs each school year and report to the Board of Education as to their effectiveness in achieving and maintaining acceptable levels of pupil proficiency.

Adopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Remedial Instruction, Compensatory Instruction, Supplemental Instruction, Remedial Education

**Legal References:** N.J.S.A. 18A:7C-1 et seq. High School Graduation Standards  
See particularly:  
N.J.S.A. 18A:7C-2,  
-3, -4, -6  
N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures  
N.J.A.C. 6A:8-4.3 Accountability  
N.J.A.C. 6A:8-4.4 Annual review and evaluation of school districts  
N.J.A.C. 6A:8-5.1 Graduation  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:**

*4138.2	Private tutoring
*5120	Assessment of individual needs
*6141	Curriculum design/development
*6142	Subject fields
*6142.6	Basic skills
*6146	Graduation requirements
*6146.2	Promotion/retention
*6147	Standards of proficiency
*6171.3	At-risk and Title 1

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

GIFTED AND TALENTED

The Superintendent shall develop and the Board shall approve criteria for identifying all gifted and talented students in kindergarten through grade 12. Gifted and talented students 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 students identified as gifted and talented and shall be reviewed annually.

Such programs shall be designed in terms of the individual learning styles of each student as well as the capacity of a gifted student 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 students” shall mean those exceptionally able students 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 students 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 students 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.

Adopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Gifted, Talented

<b>Legal References:</b>	<u>N.J.S.A.</u> 18A:35-4.15 through -4.16	Legislative findings and declarations; chess instruction for second-grade pupils in gifted and talented and special education programs ...
	<u>N.J.S.A.</u> 18A:61C-1	Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope
	<u>N.J.S.A.</u> 18A:61C-4	Program providing college credit courses for high school students on high school campuses; establishment
	<u>N.J.A.C.</u> 6A:8-1.3	Definitions
	<u>N.J.A.C.</u> 6A:8-3.1	Curriculum and instruction
	<u>N.J.A.C.</u> 6A:8-3.3	Enrollment in college courses

**Legal References Continued:**

N.J.A.C. 6A:30-1.4 Evaluation process for the annual review  
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Manual for the Evaluation of Local School Districts

**Possible**

**Cross References:** \*1600 Relations between other entities and the district  
\*6010 Goals and objectives  
\*6121 Nondiscrimination/affirmative action  
\*6171 Special instructional programs

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

AT-RISK AND TITLE 1

The district shall comply with all state and federal requirements in developing, implementing, administering and evaluating funded compensatory education programs and programs for pupils determined to be at risk.

Such instructional services and activities shall be designed to improve the level of proficiency in reading, writing, mathematics and other skills of pupils whose academic, social or environmental needs prevent them from succeeding in regular school programs, and to prevent their regression in such skills when regular programs are not in session. Parents/guardians shall be kept informed of their children's progress and shall be invited to consult with staff on ways to give their children the maximum benefits of such programs.

At least once annually, a public meeting shall be held for the express purpose of informing parents/guardians of the programs and activities provided with Title 1 funds. The agenda shall include:

- A. Informing parents/guardians of their right to consult in the design and implementation of the Title 1 project;
- B. Providing parents/guardians with information about the Title 1 law, regulations and instructional programs;
- C. Soliciting parents/guardians' input about basic skills improvement programs and related activities;
- D. Providing parents/guardians an opportunity to establish mechanisms for maintaining ongoing communication among parents/guardians, staff, and the Board.

The parents/guardians of all eligible children shall be invited to attend.

Mandated Policy Statements in Addition to Parent Consultation

- A. Comparability of personnel

To be in compliance with the requirements of federal law the Board of Education of Camden City directs the Superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that equivalence of personnel is ensured among the schools.

- B. Comparability of materials and supplies

To be in compliance with the requirements of federal law the Board of Education of Camden City directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence is ensured among the schools.

C. Supplement not supplant

The Camden City School District shall use Title 1 funds only to supplement and to the extent practical increase the level of funds that would, in the absence of Title 1 funds, be made available for the education of pupils participating in Title 1 or state compensatory education projects. In no case shall Title 1 funds be used to supplant those non-Title 1 or nonstate compensatory education funds.

D. Maintenance of effort

The 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 public education for the preceding fiscal year that is not less than the required amount of the combined fiscal effort per pupil or the aggregate expenditures for the second preceding fiscal year.

Eligibility for State and Federal Funds

The Superintendent shall ensure that all requirements for receiving state and federal funds shall be fulfilled in an accurate and timely manner.

Control over such funds and title to all equipment and supplies purchased with such funds shall remain with the Board of Education. Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with the law.

General

The Superintendent shall direct appropriate administrative personnel to pursue vigorously all possible sources of funding, either state or federal, that support such compensatory services, and shall keep abreast of all changes in the law which restrict or expand the district's use of state or federal funds.

Programs especially designed for migrant children shall be provided as necessary.

Adopted:	June 24, 1985
Revised:	April 29, 1996
Revised:	May 31, 1996
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

Key Words

State/Federal Funds, Federal Funds, Compensatory Instruction, Basic Skills, Maintenance of Effort, Supplement not Supplant, Comparability, At-risk Pupils

**Legal References:** N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures  
N.J.S.A. 18A:59-1 through -3 Apportionment and distribution of federal funds; exceptions ...  
N.J.A.C. 6A:32-14.1 Review of mandated programs and services  
42 U.S.C.A. 2000d - 2000d4 - Title VI of the Civil Rights Act of 1964

Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297)

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	*3220/3230	State funds; federal funds
	*3514	Equipment
	*5120	Assessment of individual needs
	*5200	Nonpublic school pupils
	*6122	Articulation
	*6141	Curriculum design/development
	*6142.2	English as a second language; bilingual/bicultural
	*6142.6	Basic skills
	*6171.1	Remedial instruction
	*6171.4	Special education

\*Indicates policy is included in the Critical Policy Reference Manual.

**Regulation**

---

AT-RISK AND TITLE 1

- A. At least 1% of the total Title I allocation over \$500,000 must be used for parent involvement, including family literacy and parenting skills.
- B. Parents/guardians of children receiving services should be involved in the decision as to how funds from the Title I allocation will be spent. They should also be aware of the total allocation and how it and the 1% parent involvement allocation is dispersed to the schools and the District Parent Center.
- C. The written policy must be disseminated to parents/guardians (in their dominant language) and updated annually as needed.
- D. If the plan developed by the district is not satisfactory to parents/guardians, their comments must be submitted with the plan to the New Jersey Department of Education.

Each Title I School and the District Parent Involvement Center must:

- A. Convene an annual meeting at a convenient time for parents/guardians; encourage them to attend and explain their rights of participation. This should also be done in the dominant language of non-English-speaking parents/guardians;
- B. Offer meetings during the year and at various times to encourage participation and consider funding transportation, child care or home visits;
- C. Involve parents/guardians, district/school building levels, in an organized, on-going and timely way in planning, reviewing and improving programs, including district/school parental involvement policies and school wide programs;
- D. Provide parents/guardians of participating children with:
  - 1. Timely information about programs;
  - 2. School performance profiles and their child's individual student assessment results, including interpretation of the results;
  - 3. A description and explanation of the curriculum, the forms of the assessment used to measure student progress, and the proficiency levels students are expected to meet;
  - 4. Opportunities for regular meetings to formulate suggestions, share experiences with other parents/guardians, and participate in decisions relating to the education of their children; and
  - 5. Timely responses to parents/guardians' suggestions.

6. With regard to the School-wide Plan, submit the comments of parents/guardians with the plan to the Local Education Agency (LEA) if the plan is not satisfactory to them.

Shared Responsibilities for High Student Performance:

In conjunction with parents/guardians, each school must develop a school-parent compact that outlines the responsibilities that the school staff, parents/guardians and students will share for improving student achievement, and the means by which the school-parent partnership shall achieve this end. This process must be included in the school parental involvement policy.

The compact must:

- A. Describe the school's responsibility for providing high-quality curriculum and instruction in a supportive and effective learning environment that allows children to meet the State's student performance standards, and explain how parents/guardians will support student learning;

Example: monitoring attendance; assuring homework completion, limiting television viewing; volunteering; and helping their children to use extracurricular time positively.

- B. Address the importance of on-going communication between teachers and parents through:

1. Parent-teacher conferences held at least once a year, during which the compact is discussed in relationship to the child's achievements;
2. Frequent reports of students progress; and
3. Reasonable assess to their child's class(es), and observe school and classroom activities.

Parents/guardians shall be made aware of the guidelines and responsibilities of schools and how parent/guardians will support student learning.

Building Capacity for Involvement:

In order to build the capacity of parents/guardians for involvement, ensure effective involvement of parents/guardians; and support a partnership among the parents/guardians, district/school building levels, and community to improve student achievement, the LEA, District Parent Involvement level and each school must provide:

- A. Information and training for parents/guardians on the National Education Goals, state and local students content and performance standards and assessment, monitoring of a child's progress, as well as information on how parents/guardians can participant in decisions relating to the education of their children;
- B. Materials and training regarding literacy and working with their children to improve achievement;
- C. Education for teachers, pupil services personnel, Principals and staff on the value and utility of the contributions of parents/guardians as well as how to reach out to communicate with, and work with parents/guardians as equal partners, and how to implement and coordinate parent programs;
- D. Coordination and integration of the program with other parent involvement programs;
- E. Roles for business and community organizations to help them become involved as well as to encourage the formation of partnerships between the schools and the District parent programs and local businesses that include roles for parents/guardians at district/school levels;

- F. Parent resource centers, where feasible, and opportunities to learn about childhood development and child rearing; and
- G. Information related to school and district parent programs, meetings and other activities in the dominant language of the family.

In Addition, the LEA and Each School May Provide:

- A. For involvement of parents/guardians at district/school building levels, in the training of staff to improve instruction and services to children;
- B. Literacy and English as a Second Language (ESL) training, if other funding sources for such training are exhausted;
- C. Funding at a reasonable cost for helping parents/guardians to become involved, e.g., transportation, child cared, etc.
- D. Training to help parents/guardians help other parents/guardians;
- E. Meetings held at a variety of times in order to maximize the opportunities for parents/guardians to participate in District/school-related activities;
- F. Opportunities for teachers and other district personnel to conduct in-home conferences for parents/guardians who are unable to attend meetings;
- G. Model approaches to improve parent involvement, e.g., Even Start;
- H. Other reasonable support for parent involvement.

Accessibility:

The LEA shall provide opportunities for full participation of Limited English Proficient (LEP) or disabled parents/guardians including providing information and school profiles in a language and form such parents/guardians understand.

Reference: Title I Program Guidelines. Improving America's School Act of 1994  
 P.L. 103-382, Part VIII, Parent Involvement, Section 1118, FY 1996  
 New Jersey Department of Education

Adopted:	April 29, 1996
Revised:	May 31, 1996
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

**Policy**

---

SPECIAL EDUCATION

SPECIAL EDUCATION

In compliance with state department of education interpretation of the administrative code on special education, the board adopts the following policies on providing educational and related services to pupils identified as having educationally disabling conditions as defined in federal and state law.

- A. Exemption of educationally disabled pupils from the high school graduation requirements according to N.J.A.C. 6A:14-4.11 through -4.12

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP. When a pupil has been exempted from any graduation requirement, his/her IEP shall address alternate requirements to be met. By the year specified in code, the board shall ensure that all pupils with disabilities participate in statewide assessments with appropriate accommodations or modifications, as determined by the pupil's IEP. If the nature of the pupil's disability is so severe that the pupil is not receiving instruction in any of the knowledge and skills measured by the statewide assessment and the pupil cannot complete any of the questions on the assessment in a subject area with or without accommodations, the pupil shall participate in a locally determined assessment of pupil progress.

By June 30 of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's IEP in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the IEP for the pupil entering the secondary program will address all the elements required in the administrative code, including specifically addressing graduation requirements. Required reviews of the IEP shall continue to address graduation requirements.

A disabled pupil who has not been exempted from the proficiencies or has performed below the state minimum level of pupil proficiency on one or more areas of the state-mandated high school proficiency test may participate in the special review assessment (SRA).

Educationally disabled pupils meeting the standards for graduation according to N.J.A.C. 6A:14-4.12 shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

- B. Prevention of needless public labeling of educationally disabled pupils

The board directs that the names and other personally identifiable data concerning educationally disabled children shall be kept confidential and shall not be included in the public acts and public records of this district. Such names and data shall be reduced to code for inclusion in the public record. A special confidential file shall be maintained listing the names of educationally disabled pupils on whose behalf the board of education must take public action. Motions concerning disabled pupils made at public meetings shall be anonymous and referred to this confidential file. This file shall be maintained in accordance with N.J.A.C. 6A:32-7.1.

Further, the board, administrators, faculty and other personnel shall avoid unnecessary and needless public labeling of such pupils. This shall include the avoidance of public address announcements so designating pupils, any open identification of classrooms with signs so designating, or any item of open or general circulation, such as photographs, audio/videotapes, etc., that so designates an individual pupil or class. Pupil records shall be maintained in accordance with N.J.A.C. 6A:32-7.4.

- C. Compilation, maintenance, access to and confidentiality of pupil records according to N.J.A.C. 6A:32-7.4 through –6.6.

To ensure proper accessibility and confidentiality, the records of educationally disabled pupils shall be gathered, updated, maintained, stored, transferred, made accessible and finally disposed of in accordance with the district policy 5125 on pupil records in general. To assure the security of special education records:

1. Provision shall be made for access and security of computer-stored records of educationally disabled pupils;
2. Clerical and secretarial tasks related to such records shall be performed only under the supervision of appropriately certified staff.

As with all pupil records, access shall be guaranteed to persons authorized according to N.J.A.C. 6A:32-7.5 within 10 days of the request, but prior to any review or hearing conducted in accordance with state board of education regulations.

For the district's general policy and regulation on pupil records see 5125, which deals with all requirements common to disabled and general pupil records including enumeration and description of records, provisions for access, notice to parents/guardians of their rights in regard to the child's records, etc. NOTE: YOUR GENERAL POLICY ON PUPIL RECORDS SHOULD BE INCLUDED IN THE MATERIAL YOU SUBMIT TO THE COUNTY OFFICE.

- D. Identification, location and evaluation of potentially educationally disabled pupils, according to N.J.A.C. 6A:14-3.3

The chief school administrator shall prepare written procedures for identifying those pupils ages three through 21, including pupils attending nonpublic schools, who reside within the district and may be educationally disabled, who are not receiving special education and/or related services as required. Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three.

**The board shall ensure that all preschool pupils with disabilities shall have their IEPs implemented no later than their third birthdays. To provide a smooth transition between a child's preschool program and his/her school age program (public or private), particular attention shall be paid to articulation between those programs.**

These procedures and arrangements shall be adopted by the board after review and possible revision.

The procedures shall include criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

## ***Evaluation and Determination of Eligibility***

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4 and 3.5 dealing with:

1. Parental notice, notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;
2. An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;
3. Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the thirteen categories of disability described in the administrative code, and the disability adversely affects the pupil's educational performance.

The chief school administrator shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the board.

**The board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the IEP, including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.**

### **E. Provision of full educational opportunity to educationally disabled pupils**

The board of education is responsible for providing education for all children resident in the district. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the child study team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the board of education cannot provide required instruction and related services from its own resources and facilities, the board will seek appropriate placement outside the district, and will assume such costs of that placement as are required by law.

The goal of the board's special education program is to provide full educational opportunity to all educationally disabled resident pupils ages three through 21, as those terms are defined in federal and state law. The board will make available to parents/guardians of educationally disabled children below the age of three information regarding services available through other state, county and local agencies.

The chief school administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

**The chief school administrator shall also ensure that the district plan for special education is in compliance with administrative code and the approved state plan for special education, according to N.J.A.C. 6A:14-4.1. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that describes the use of IDEA Part B funds. The chief school administrator shall ensure that the plan is implemented in this district and shall supervise its operation so that it will accomplish its stated goals and objectives.**

F. Participation of and consultation with the parents of educationally disabled pupils toward the goal of providing full educational opportunity to all educationally disabled pupils ages three through 21.

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed.

**Written notice to parents/guardians and/or adult pupils shall be provided as follows:**

1. The board shall provide written notice no later than 15 calendar days after making a determination;
2. The board shall provide written notice at least 15 calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult pupil may consider the proposal.

The chief school administrator shall develop and present to the board for review and adoption procedures for:

1. Giving notice to parents/guardians when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to low-cost legal counsel and fees;
  2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
  3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
  4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.
- 5. Particularly, parental consent shall be obtained prior to implementation of the initial IEP resulting from evaluation; prior to reevaluation except in the circumstances outlined in code; and prior to the release of pupil records according to N.J.A.C. 6A:32-7.**

Procedures set out in the administrative code shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a pupil's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The district shall select and train such surrogate parents in compliance with the administrative code.

No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP.

G. Provision of special services to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate

The board of education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

**When instruction in health, industrial arts, fine arts, music, home economics, and other education programs is provided to groups consisting solely of pupils with disabilities, the size of the groups and age range shall conform to the requirements for special class programs described in the administrative code.**

**When pupils with disabilities participate in physical education, intramural and interscholastic sports, non-academic and extracurricular activities in groups consisting solely of pupils with disabilities, the age range and group size shall be based on the nature of the activity, needs of the pupils participating in the activity and the level of supervision required.**

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of the administrative code.

H. Determination of eligibility according to N.J.A.C. 6A:14-2.3(i)1 and 3.5 through -3.6

Eligibility for special education and related services shall be determined collaboratively by the parents/guardians; a teacher who is knowledgeable about the pupil's educational performance or district's programs; the pupil, where appropriate; at least one child study team member who participated in the evaluation; the case manager; other appropriate individuals at the discretion of the parent or district; and for an initial eligibility meeting, certified school personnel referring the pupil as potentially disabled, or the school principal or designee if they choose to participate.

A pupil shall be determined eligible and classified for special education and related services when it is determined that the pupil has one or more of the disabilities defined in the administrative code. A pupil shall be determined eligible for speech-language services when he/she exhibits a speech or language disorder as outlined in the administrative code.

I. The individualized education program for each educationally disabled pupil shall be developed in accordance with the provisions of the administrative code, at N.J.A.C. 6A:14-2.3(i) and N.J.A.C. 6A:14-3.7.

**The board shall ensure that an IEP is in effect for every pupil in the district who is receiving special education and related services.**

A written individualized education program shall be developed and implemented for each classified pupil and, in accordance with New Jersey law, a review shall be conducted by the appropriate staff members annually or more often, if necessary, to evaluate the disabled pupil's progress and to revise the individualized education program.

Meetings shall be conducted to determine eligibility and to develop, review and revise a pupil's individualized education program. Such meetings shall be scheduled at a mutually agreed upon time and place, and notice of the meetings shall indicate the purpose, time, location and participants. If the parents/guardians cannot attend the meetings, the chief school administrator/designee shall attempt to ensure parental participation, including the use of individual or conference telephone calls. Documentation shall be maintained of all attempts to secure parent/guardian participation.

Parents/guardians shall receive a copy of the pupil's IEP and of any revisions made to it.

All communication with parents/guardians, including written notice, notifications and required meetings, shall be conducted in the language used for communication by the parent/guardian and pupil unless it is not feasible to do so. This shall include providing foreign language interpreters or translators and sign language interpreters for the deaf at no cost to the parents.

The IEP shall be developed and monitored with the cooperation and input of parents/guardians. In addition to educational programming, the IEP shall provide for necessary disciplinary action and specify graduation requirements when appropriate. Any accommodations and/or modifications for the administration of statewide assessments shall be specified in the IEP.

1. No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP. The IEP shall be implemented as soon as possible following the IEP meeting.
2. The board of education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

J. Protection of pupils rights in regard to evaluation and reevaluation procedures according to N.J.A.C. 6A:14-3.4 and 3.8

Procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians whether the pupil is already enrolled in the schools or has been located through the process for identification in the section D of this policy.

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed. The chief school administrator shall develop and present to the board for review and adoption procedures for:

1. Giving notice to parents/guardians and adult pupils in accordance with N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians and adult pupils of their right to review all educational records with respect to the identification, evaluation and educational placement of the pupil; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;
2. An independent evaluation at the request of the parent/guardian or adult pupil in accordance with N.J.A.C. 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with administrative code, unless the district board of education initiates a due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. The IEP team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;

3. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties. A due process hearing may be initiated by the board of education, a parent/guardian or adult pupil;
4. Ensuring what all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of disabled pupils, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.

- K. Placement of educationally disabled pupils in the least restrictive environment according to N.J.A.C. 6A:14-4.2

Educational placement decisions made for each disabled pupil shall always be, insofar as possible, in the least restrictive environment commensurate with the pupil's educational needs. This means that to the maximum extent appropriate, educationally disabled pupils shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the pupil and to ensure the quality of services which he/she requires.

The chief school administrator shall encourage positive attitudes toward the educationally disabled in all district pupils and personnel.

Special classes, separate schooling or other removal of educationally disabled pupils from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In order to ensure a continuum of alternative placements, when the board cannot provide required instruction and related services from its own resources and facilities, it will seek appropriate placement outside the district and will assume such costs of that placement as are required by law.

**Placement of a disabled pupil in the least restrictive environment shall be determined annually. Placement shall be provided in appropriate educational settings as close to home as possible. When the IEP does not describe specific restrictions, the pupil shall be educated in the school he/she would attend if not disabled.**

- L. Establishment and implementation of procedural safeguards according to N.J.A.C. 6A:14-2.3 through -2.4 and N.J.A.C. 1:6A

The board of education directs the chief school administrator to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

1. Giving notice to parents/guardians per N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to legal fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;

3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.

The chief school administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

These procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the administrative code dealing with parental notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf.

To implement achievement of the board's goal for provision of special education, the chief school administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. The plan shall consist of policies, procedures, assurances; a comprehensive system of personnel development; data collection and an application that describes the use of IDEA Part B funds.

- M. Complying with other aspects of the district program for special education and/or requirements of N.J.A.C. 6A:14

#### Written Plan

To implement achievement of the board's goal for provision of special education, the chief school administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. After the plan has been approved by the board of education and the county superintendent, the chief school administrator shall implement it in this district and supervise its operation so that it will accomplish its stated goals and objectives. The plan, any alterations to it, and an evaluation of its effectiveness will be shared annually with the community.

#### Discipline

In general, educationally disabled pupils are subject to the same disciplinary constraints and sanctions as nondisabled pupils. However, before disciplinary action is taken against an educationally disabled pupil, consideration must be given to whether the behavior is caused by the disabling condition, whether the program that is being provided meets the pupil's needs, whether a component of the pupil's IEP covers the behavior, or whether the pupil is an immediate danger to himself/herself or others.

A disabled pupil may be removed for disciplinary reasons from his/her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for up to 10 consecutive or cumulative school days in a school year. Such suspensions are subject to the same district board of education procedures as nondisabled pupils. However, at the time of removal, the principal shall forward written notification and a description of the reasons for such action to the case manager.

Procedures for imposing and implementing disciplinary sanctions on educationally disabled pupils, including removal to an interim alternative educational setting, suspension for more than 10 school days in a school year, or expulsion, shall be in strict compliance with the provisions of state and federal law and the administrative code. (See N.J.A.C. 6A:14-2.8, 3.7 and Appendix A)

### Early Intervention

The chief school administrator or designee shall gather and make available to parents/guardians of disabled children below the age of three information regarding ameliorative services and programs provided by other state, county and local agencies. The procedures for such dissemination shall be reviewed and adopted by the board.

### Preschool Disabled Program

The chief school administrator shall develop and propose for board adoption programs and related services for pupils ages three through five who have been identified and classified as preschool disabled. Such programs and services shall be in strict accordance with New Jersey administrative code.

### Placement in Nonpublic Schools

The board shall provide a genuine opportunity for the equitable participation of pupils with disabilities who have been enrolled in nonpublic schools by their parents/guardians, in accordance with federal law and regulations. All special education programs and services shall be provided with the consent of parents/guardians.

Pupils shall receive programs and services as specified in N.J.A.C. 6A:14-6.1.

### Limited English Proficient

Pupils with limited English proficiency may have educationally disabling conditions that must be addressed in order to provide them the full educational opportunity that is the goal of the district for every child. Evaluation procedures shall be selected so that the pupil's cultural background and language abilities are taken into consideration unless it is clearly unfeasible to do so; and shall accurately reflect the pupil's ability rather than the impairment. All actions under Parent/Guardian Notification, Consent and Participation are to be conducted in the parents/guardians' dominant language, unless that is clearly impossible. In that case, care shall be taken that the facts and procedures are made intelligible to the parents/guardians.

### Cooperation with Other Agencies

The chief school administrator shall investigate the possibilities of working with organizations and agencies providing services for the disabled, and shall present feasible programs and relationships to the board for consideration.

### Evaluation of Program

At least annually, the board shall review in a public meeting evidence of progress toward achievement of the special education plan as a whole, the success of identification procedures specifically, and the effectiveness of implementation of IEPs.

### Eligibility for State and Federal Funds

The chief school administrator shall ensure that all requirements for receiving, using and accounting for state and federal funds shall be fulfilled in an accurate and timely manner.

Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with law.

Access

In addition to educational programs, the board directs that the chief school administrator take into consideration physical access to district facilities for disabled pupils, staff and the community in determining location of programs or planning new facilities per state and federal law.

Adopted: August 14, 2007  
NJSBA Review/Update: March 2009  
Readopted:

Key Words

Special Education, Disabled, Graduation Requirements, Records, Pupil Records, Student Records, Special Education Pupil Records

**ADDENDUM: TO 6171.4 SPECIAL EDUCATION POLICY**

**NEW JERSEY DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION PROGRAMS**

**BOARD OF EDUCATION POLICIES AND PROCEDURES  
FOR ELIGIBILITY UNDER PART B OF THE IDEA  
FOR 2008-2009**

**PART I - POLICIES**

COUNTY CODE: 07 COUNTY NAME: Camden  
DISTRICT CODE: 0680 DISTRICT NAME: Camden City

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district Board of Education shall adopt and assure compliance with the following policies:

**Policy #1:** All students with disabilities, who are in need of special education and related services, including students 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.

**Policy #2:** Homeless students 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.

**Policy #3:** Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

**Policy #4:** An individualized education program is developed, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

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

**Policy #6:** Students with disabilities are included in statewide and district wide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14- 4.10. All students with disabilities will participate in statewide assessments or the applicable Alternate Proficiency Assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade level.

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

**Policy #8:** A free appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

1. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student by that date;
2. 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;
3. A free, appropriate public education is available to any student with a disability who is eligible for special education and related services, even though the student is advancing from grade to grade;
4. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
5. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible, and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.

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

**Policy #10:** Full educational opportunity to all students with disabilities is provided.

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

**Policy #12:** Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

**Policy #13:** Students with disabilities who are placed in private schools by the district Board of Education, are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

**Policy #14:** All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

**Policy #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 of Education shall maintain information to demonstrate its efforts to:

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

2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. 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;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services and general education personnel.

**Policy #16:** Instructional materials will be provided to blind or print-disabled students in a timely manner.

**Policy #17:** For students 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 to apply for such services.

**Policy #18:** When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.

**Policy #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 student's IEP.

## **PART II – PROCEDURES**

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district Board of Education shall assure compliance with the following policies and related procedures below:

**Policy #1:** All students with disabilities, who are in need of special education and related services, including students 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.

AND

**Policy #2:** Homeless students 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.

AND

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

### **Procedures to locate students with disabilities (child find) must ensure that:**

1. Person(s) responsible to conduct child find activities are identified.

2. Child find activities are conducted for all children ages three through 21, who reside within the district or attend nonpublic schools within the district.
3. Child find activities are conducted at least annually.
4. Child find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.
5. Child find activities address public and nonpublic students, including highly mobile students such as migrant and homeless students.
6. Child find activities for nonpublic school students are comparable to activities conducted for public school students.
  - a. Child find activities for nonpublic school children provide for consultation with appropriate representatives of the nonpublic school and parents on how to carry out these activities.
7. Child find activities include outreach to a variety of public and private agencies and individuals concerned with the welfare of students, such as clinics, hospitals, physicians, social service agencies and welfare agencies.

**Procedures for interventions in the general education program must ensure that:**

1. Criteria/steps for initiating interventions in the general education program are identified.
2. Parents, teachers and other school professionals, as appropriate, are informed of the procedures to initiate interventions in the general education program.
3. Activities are in place to determine whether the interventions are effective.
  - a. School personnel who are responsible for the implementation/evaluation of the interventions are identified; and
  - b. The type, frequency, duration and effectiveness of the interventions are documented.

**Procedures for referral must ensure that:**

1. Steps are in place to refer students after it has been determined that interventions in the general education program are not effective in alleviating the educational difficulties.
2. Steps are in place to refer students directly to the child study team when warranted.
3. Steps are in place to refer students who may be disabled but are advancing from grade to grade.
4. Steps for initiating a referral to the child study team by school personnel identify:
  - a. The information/documentation of student performance required in the referral;
  - b. Forms, if any, that are to be submitted by school personnel;
  - c. School personnel who are responsible to process referrals; and
  - d. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.

5. Steps for processing written referrals received from parents identify:
  - a. School personnel who are responsible to process referrals from parents; and
  - b. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
6. School personnel, parents and agencies are informed of referral procedures.

**For students with disabilities potentially in need of a surrogate parent, procedures must ensure that:**

1. A surrogate parent is provided to a student in accordance with N.J.A.C. 6A:14-2.2 when:
  - a. The parent of the student cannot be identified or located.
  - b. An agency of the State has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student.
  - c. The student is a ward of the state and no State agency has taken steps to appoint a surrogate parent for the student.
  - d. No parent can be identified for the student 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 student's parent and no State agency has taken steps to appoint a surrogate parent for the student.
  - e. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.
2. The district will make reasonable efforts to appoint a surrogate parent within 30 days of its determination that a surrogate parent is required for a student.
3. The district will appoint a person who will be responsible for appointing surrogate parents and overseeing the process. The responsible person will:
  - a. The person will determine whether there is a need for a surrogate parent for a student;
  - b. The person will contact any State agency that is involved with the student to determine whether the State has had a surrogate parent appointed for the student; and
  - c. The person will make reasonable efforts to select and appoint a surrogate parent for the student within 30 days of determining that there is a need for a surrogate parent for the student.
4. The district will establish a method for training surrogate parents that includes provision of information with respect to parental rights and procedural safeguards available to parents and students in accordance with N.J.A.C. 6A:14.
  - a. The district will appoint a person that will be responsible for training surrogate parents;
  - b. The training of surrogate parents will ensure that surrogate parents have knowledge and skills that ensure adequate representation of the child with a disability;
  - c. The training will be designed to make surrogate parents familiar with State and federal requirements for assessment, individualized education 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;
  - d. Surrogate parents will be provided with copies of: the Parental Rights in Special Education booklet; N.J.A.C. 6A:14; the Special Education Process; Code Training Materials from the Department of Education Website; and other relevant materials; and
  - e. Surrogate parents will be provided information to enable them to become familiar with the nature of the child's disability.

5. The district will ensure that:
  - a. All persons serving as surrogate parents have no interest that conflicts with those of the student he or she represents;
  - b. All persons serving as surrogate parents possess knowledge and skills that ensure adequate representation of the student;
  - c. All persons serving as surrogate parents are at least 18 years of age;
  - d. If the school district compensates the surrogate parent for providing such services, a criminal history review of the person in accordance with N.J.S.A. 18A:6-7.1 is completed prior to his or her serving as the surrogate parent; and
  - e. No person appointed as a surrogate parent will be an employee of the New Jersey Department of Education, the district Board of Education or a public or nonpublic agency that is involved in the education or case of the child.

**Policy #3:** Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-2.5 and 3.4, no additional written procedures are required.

**Policy #4:** An individualized education program is developed, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-2.6 and 3.7, no additional written procedures are required.

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

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-4.2, no additional written procedures are required.

**Policy #6:** Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14- 4.10. All students with disabilities will participate in statewide assessments or the applicable Alternate Proficiency Assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade level.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-4.10, no additional written procedures are required.

**Policy #8:** A free, appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

**Procedures regarding the provision of a free, appropriate public education to students with disabilities who are suspended or expelled must ensure that:**

1. School officials responsible for implementing suspensions/expulsions in the district are identified.
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager.
3. A system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons.
4. Suspension from transportation is counted as a day of removal if the student does not attend school.

- a. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
5. Removal for at least half of the school day is reported via the Electronic Violence and Vandalism Reporting System.
  6. If the district has an in-school suspension program, participation in the program is not considered a removal when determining whether a manifestation determination must be conducted if the program provides the following:<sup>1</sup>
    - a. Opportunity for the student to participate and progress in the general curriculum;
    - b. Services and modifications specified in the student's IEP;
    - c. Interaction with peers who are not disabled to the extent they would have in the current placement; and
    - d. The student is counted as present for the time spent in the in-school suspension program.
  7. When a series of short-term removals will accumulate to more than 10 school days in the year:
    - a. School officials and the case manager consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2;
    - b. Written documentation of the consultation between school officials and the case manager is maintained;
    - c. If it is determined that there is no change in placement, school officials, the case manager and special education teacher consult to determine the extent to which services are necessary to:
      1. Enable the student to participate and progress appropriately in the general education curriculum; and
      2. Advance appropriately toward achieving the goals set out in the student's IEP; and
    - d. Written documentation of the consultation and services provided is maintained.
  8. Steps are in place to convene a meeting of the IEP team and, as necessary or required, conduct a functional behavioral assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, 20 U.S.C. §1415(k).

**Procedures regarding the provision of a free, appropriate public education to preschool age students with disabilities must ensure that:**

1. Eligible preschool age children who are not participating in an early intervention program have an IEP in effect by their third birthday. Steps include: <sup>2</sup>
  - a. Responding to referrals according to N.J.A.C. 6A:14-3.3(e)
  - b. Having a program in place no later than 90 calendar days from the date of consent.

**Procedures regarding the provision of a free, appropriate public education to students with disabilities who are advancing from grade to grade must ensure that:**

1. A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:

---

<sup>1</sup> For the purpose of documenting all removals, in-school suspension must be reported via the Electronic Violence and Vandalism Reporting System even if services were provided.

<sup>2</sup> This procedure does not apply to secondary school districts or charter schools that do not serve preschool age children.

- a. As part of a reevaluation, the IEP team determines that the student continues to require specially designed services to progress in the general education curriculum; and
- b. The use of functional assessment information supports the IEP team's determination.

**Policy #9:** Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.<sup>3</sup>

1. A child study team member of the district will participate in the preschool transition planning conference arranged by the designated service coordinator from the early intervention system and will:
  - a. Review the Part C Individualized Family Service Plan for the child;
  - b. Provide the parent(s) written district registration requirements;
  - c. Provide the parents written information with respect to available district programs for preschool students, including general education placement options; and
  - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's initial IEP meeting.
2. The Part C service coordinator will be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

**Policy #10:** Full educational opportunity to all students with disabilities is provided.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1, no additional written procedures are required.

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

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:32-7, no additional written procedures are required.

**Policy #12:** Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-6.1 and 6.2, no additional written procedures are required.

**Policy #13:** Students with disabilities who are placed in private schools by the district Board of Education, are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1(d) and 7.5(b)3, no additional written procedures are required.

**Policy #14:** All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

---

<sup>3</sup> This procedure does not apply to secondary school districts or charter schools that do not serve preschool age children.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)13, no additional written procedures are required.

**Policy #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 of Education shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. 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;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services and general education personnel.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-2.5 and 3.4, no additional written procedures are required.

**Policy #16:** Instructional materials will be provided to blind or print-disabled students in a timely manner.

Instructional materials will be provided to blind or print-disabled students in accordance with a plan developed by the district. The plan will be the Individualized Education Program of each student with a disability, which will set forth the instructional materials needed, how they will be provided, and address any assistive technology needed to permit the student to utilize the materials.

**Policy #17:** For students 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 to apply for such services.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)17, no additional written procedures are required.

**Policy #18:** When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)18, no additional written procedures are required.

**Policy #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 student's IEP.

**Procedures:** Due to the specificity of the requirements at N.J.A.C. 6A:14-4.5(d), no additional written procedures are required.

<b><u>Legal References:</u></b>	
<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
<u>N.J.S.A. 18A:46-1 et seq.</u>	Classes and Facilities for Handicapped Children
<u>See particularly:</u>	
<u>N.J.S.A. 18A:46-13</u>	
<u>N.J.S.A. 18A:46A-1 et seq.</u>	Auxiliary Services
<u>N.J.A.C. 5:23-7</u>	Barrier free subcode of the uniform construction code
<u>N.J.A.C. 6A:7-1.7</u>	Equality in school and classroom practices
<u>N.J.A.C. 6A:8-1.2</u>	Scope
<u>N.J.A.C. 6A:8-1.3</u>	Definitions
<u>N.J.A.C. 6A:8-3.1</u>	Curriculum and instruction
<u>N.J.A.C. 6A:8-4.1 et seq.</u>	Implementation of the Statewide Assessment System
<u>N.J.A.C. 6A:8-5.1 et seq.</u>	Implementation of Graduation Requirements
<u>N.J.A.C. 6A:9-1.1 et seq.</u>	Professional Licensure and Standards
<u>See particularly:</u>	
<u>N.J.A.C. 6A:9-11.3</u>	
<u>N.J.A.C. 6A:14-1.1 et seq.</u>	Special Education
<u>N.J.A.C. 6A:15-1.4</u>	Bilingual programs for limited English proficient students
<u>N.J.A.C. 6A:23-1.1 et seq.</u>	Finance and Business Services
<u>See particularly:</u>	
<u>N.J.A.C. 6A:23-3.4, -4.1 et seq.</u>	
<u>N.J.A.C. 6A:26-6.1 et seq.</u>	Planning and Construction Standards for School Facilities
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:32-7.1 et seq.</u>	Student Records
<u>N.J.A.C. 6A:32-8.3</u>	School attendance
<u>N.J.A.C. 6A:32-12.1</u>	Reporting requirements
<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services
<u>No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.</u>	
<u>20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act--Part B)</u>	
<u>29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973</u>	
<u>34 CFR 76.1 et seq. - General Administrative Regulation EDGAR</u>	
<u>34 CFR 77.1 et seq. - General Administrative Regulation EDGAR</u>	
<u>34 CFR 300 - Assistance to States for the Education of Children with Disabilities (IDEA Regulations)</u>	
<u>Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)</u>	
<u>Honig v. Doe, 484 U.S. 305 (1988)</u>	

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (C. A.3 1993)

Cedar Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	*1120	Board of education meetings
	*4112.2	Certification
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*5114	Suspension and expulsion
	*5120	Assessment of individual needs
	*5125	Pupil records
	*5131	Conduct/discipline
	*5200	Nonpublic school pupils
	*6121	Nondiscrimination/affirmative action
	*6145	Extracurricular activities
	*6151	Class size
	*6164.2	Guidance services
	*6164.4	Child study team
	*9322	Public and executive sessions

\*Indicates policy is included in the Critical Policy Reference Manual.

**Exhibit**

---

**NEW JERSEY DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION PROGRAMS**

**ASSURANCE STATEMENT**

To demonstrate compliance with Part B of the IDEA and N.J.A.C. 6A:14-1.1(b) and (c),  
the \_\_\_\_\_ District Board of Education, or

Board of the \_\_\_\_\_ Charter School shall assure  
compliance with the above stated policies and procedures.

\_\_\_\_\_  
Director of Special Education Services\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent\*\*

\_\_\_\_\_  
Date

**Sign the Assurance Statement and attach documentation (Board resolution) that the policies  
have been adopted. Submit to the county office of education by April 24, 2009.**

**Policy**

---

PREPARING FOR MAINSTREAMING

The Camden City Board of Education believes that to comply with the spirit of New Jersey law which requires disabled children to be educated in the least restrictive environment possible, the district must encourage positive attitudes toward the disabled in the students regularly in attendance in the classes and buildings to which "mainstreamed" students will be assigned.

Therefore, the Superintendent is directed to develop positive orientation programs suitable for the students in each grade level. These programs should include but not be limited to:

- A. Information about the various forms which a disability may take;
- B. Familiarization with famous persons who have either overcome disabilities or achieved success in spite of handicaps;
- C. An emphasis on what disabled persons can do, rather than what they cannot do;
- D. An effort to create empathy with, rather than sympathy for, the disabled.

Adopted: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Mainstreaming, Disabled, Disability

**Possible**

<b><u>Cross References:</u></b>	*1120	Board of education meetings
	*4112.2	Certification
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*5114	Suspension and expulsion
	*5120	Assessment of individual needs
	*5125	Pupil records
	*5131	Conduct/discipline
	*5200	Nonpublic school pupils
	*6121	Nondiscrimination/affirmative action
	*6145	Extracurricular activities
	*6151	Class size
	*6164.2	Guidance services
	*6164.4	Child study team
	*6171.4	Special education
	*9322	Public and executive sessions

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

ALTERNATIVE EDUCATIONAL PROGRAMS

The Board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the district. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the Superintendent shall investigate and propose to the Board for approval alternative programs and facilities. Alternative education programs shall be approved by the Commissioner of Education.

Each alternative education program shall fulfill the program criteria that are specified in N.J.A.C. 6A:16-9.2 including but not limited to:

- A. A maximum student-teacher ratio of 12:1 for high school programs,
- B. A maximum student-teacher ratio of 10:1 for middle school programs,
- C. An Individualized Program Plan (IPP) shall be developed for each general education student enrolled in the program,
- D. For students with disabilities the alternate education program shall be consistent with the student's Individualized Education Plan (IEP).

Home Schooling

The Board acknowledges the right of parents/guardians to educate their children at home. At the Board's request, parents/guardians who choose this option shall submit adequate evidence that they are providing a curriculum that is equivalent to that provided by this district.

Disruptive/Disaffected Children

The Board of Education recognizes that the active engagement of each pupil is a primary requisite for sound teaching and learning to take place. When a child is unable to benefit from the educational program because he/she is either disruptive or disaffected, then the educational goals of the district for that child will not be realized and the efforts of other pupils may be impeded.

In an effort to optimize the educational experience for each child, the Superintendent shall develop procedures to identify and work with disruptive/disaffected pupils.

When it is determined by the child study team that a disruptive/disaffected pupil is not classifiable, the Board shall consider some other program as an alternative to regular classroom attendance. When the district does not have a suitable alternative program available, the Superintendent shall recommend to the Board placement in a program of another district, or home instruction.

In accordance with state law and Board policy, disruptive pupils whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion (see policy 5114).

#### Removal for Weapons Offenses or Assault

Any pupil who is convicted or found to be delinquent for the following offenses shall be immediately removed by the Principal from the district's regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the Board of Education to remove the pupil:

- A. Possessing a firearm on any school property, on a school bus, or at a school-sponsored function; or
- B. Committing a crime while possessing a firearm.

The Superintendent shall determine at the end of the year whether the pupil is to return to the district's regular education program, in accordance with procedures established by the Commissioner of Education.

Any pupil who assaults a pupil, teacher, administrator, Board member, or other district employee with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative school or program, pending a hearing before the Board. The Superintendent shall determine when the child shall return to the regular education program.

#### Potential Dropouts

While statute requires attendance of each pupil only until 16 years of age, it is in the best interests of both pupils and the community that they complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond the schools.

The Board directs that whenever a pupil wishes to withdraw, or has been identified as a potential withdrawal, effort should be made to determine the underlying reason and the resources of the district should be used to assist the pupil in reaching his/her career goals. No pupil under the age of 18 will be permitted to withdraw without the written consent of a parent/guardian.

The Superintendent shall develop procedures for withdrawal from school that:

- A. Make counseling services available to any pupil who wishes to withdraw;
- B. Make every effort to satisfy the pupil's future educational needs;
- C. Help the pupil define his/her own educational life goals and help plan the realization of those goals;
- D. Inform the pupil of the high school equivalency program;
- E. Point out to the pupil the opportunities available in the armed forces.

Adopted:	June 24, 1985
Revised:	March 24, 1990
Revised:	August 23, 1995
Readopted:	August 14, 2007
NJSBA Review/Update:	March 2009

## Key Words

Alternative Educational Programs, Home Schooling, Dropouts, Disruptive Pupils, Disruptive Students, Disaffected Pupils, Disaffected Students, At-risk Pupils

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:37-1 <i>et seq.</i>	Discipline of pupils
	<u>See particularly:</u>	
	<u>N.J.S.A.</u> 18A:37-2.2	
	<u>N.J.S.A.</u> 18A:38-1, -25	Attendance at school free of charge ...
	<u>N.J.S.A.</u> 18A:54-20	Powers of Board (county vocational schools)
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:8-5.2	High school diplomas
	<u>N.J.A.C.</u> 6A:10A-3.1 <i>et seq.</i>	<i>School district-led standards-based instruction</i>
	<u>N.J.A.C.</u> 6A:10A-4.1 <i>et seq.</i>	<i>Role of Abbott district Board of Education</i>
	<u>N.J.A.C.</u> 6A:14-1.1 <i>et seq.</i>	Special Education
	<u>N.J.A.C.</u> 6A:16-5.5	Removal of students from general education for firearms offense
	<u>N.J.A.C.</u> 6A:16-5.6	Removal of students from general education for assaults with weapons
	<u>N.J.A.C.</u> 6A:16-9.1 <i>et seq.</i>	Alternative Education Programs
	<u>N.J.A.C.</u> 6A:16-10.1 <i>et seq.</i>	Home or Out-of-School Instruction for General Education Students
	<u>N.J.A.C.</u> 6A:30-1.4	Evaluation process for the annual review
	<u>N.J.A.C.</u> 6A:32-13.1 <i>et seq.</i>	Student Behavior
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:32-13.2	

State v. Vaughn, 44 N.J. 142, 1965

State v. Massa, 95 N.J. Super. 382, 1967

20 USCA Section 8921 Gun Free Schools Act

Manual for the Evaluation of Local School Districts

## **Possible**

<b><u>Cross References:</u></b>	*5113	Absences and excuses
	*5114	Suspension and expulsion
	5119	Transfers
	*5131	Conduct/discipline
	*5131.7	Weapons and dangerous instruments
	*5134	Married/pregnant pupils
	*6142.2	English as a second language; bilingual programs
	*6142.12	Career education
	*6164.2	Guidance services
	*6164.4	Child study team
	*6171.4	Special education
	*6173	Home instruction

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

HOME INSTRUCTION

To provide uninterrupted education for pupils unable to attend their regular classes because of illness, disability court order or administrative action, the Board of Education shall provide away-from-school instruction when proper application has been made and subject to the following restrictions:

- A. The period of absence must be expected to be longer than two weeks except in special circumstances.
- B. A parent/guardian or appropriate adult authority must be within call during the period of instruction.
- C. In cases of illness or disability, medical certification is required both of the necessity for the pupil's absence and his/her fitness to benefit from the instruction.

Each case must be approved by Board action; all requirements for receipt of state aid must be fulfilled.

The Board shall provide home or out-of-school instructional services no later than five (5) days after the student has left the general education program.

Temporary or Chronic Health Condition

The board is committed to providing home instruction to students who cannot participate in the regular education program due to temporary or chronic health conditions or treatment needs which preclude participation. The chief school administrator and/or designee shall select the instructors and oversee coordination between the home instructor and the regular classroom teacher in determining the student's instructional program. The home or out-of-school instructional services shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.1(c) including but not limited to:

- A. For general education students whose projected confinement will exceed 30 days, the school district shall develop an Individualized Program Plan (IPP) for delivery of instruction. The district shall maintain a record of delivery of instructional services and student progress;
- B. For general education students, the instruction shall meet the Core Curriculum Content Standards. Home instruction shall meet the requirements of the board for promotion at the grade level. When the provision of home instruction will exceed 60 calendar days, the school physician shall refer the student to the child study team for evaluation.
- C. For special education students, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate. The home instruction shall meet the Core Curriculum Content Standards. When the provision of home instruction will exceed 30 consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.
- D. Teachers providing home instruction shall be appropriately certified for subject, grade level and special needs of the student,

- E. The teacher shall provide one-on-one instruction for no fewer than five hours per week on three separate days of the week. If the student is physically able, the instruction shall also include no fewer than five hours per week of additional guided learning experiences. This may include the use of technology to provide audio and visual connections to the student's classroom.

Reasons Other Than a Temporary or Chronic Health Condition

- A. The district shall provide home or out-of-school instruction for a general education student for reasons other than a temporary or chronic health condition when:
  - 1. The student is mandated by State law and rule for placement in an alternative education program for firearms offenses and/or assault with weapons offenses but placement is not immediately available;
  - 2. The student is placed on short-term or long-term suspension;
  - 3. A court order requires that the student receive instructional services in the home or other out-of-school setting.
- B. The chief school administrator and/or designee shall select the instructors and oversee coordination between the home instructor and the regular classroom teacher in determining the student's instructional program. The home or out-of-school instructional services for reasons other than a temporary or chronic health condition shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.2(d) including but not limited to:
  - 1. The school district shall develop an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and student progress (the IPP is not required for students on short-term suspension). The IPP shall be developed in accordance with law (N.J.A.C. 6A:16-10.2(d)1).
  - 2. The teacher providing instruction shall be appropriately certified for subject, grade level and special needs of the student,
  - 3. The teacher shall provide one-on-one instruction with no fewer than 10 hours each week on three separate days. The instruction shall also include no fewer than 10 additional hours per week of guided learning experience.
  - 4. The instruction shall meet the Core Curriculum Content Standards and board requirements for promotion and graduation.

Any student receiving home instruction is not considered absent.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Revised: October 30, 2000  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Bedside Instruction, Home Instruction

**Legal References:** N.J.A.C. 6A:14-1.1 et seq. Special education  
See particularly:  
N.J.A.C. 6A:14-4.8, 4.9  
N.J.A.C. 6A:16-4.3 Reporting, notification and examination procedures for students suspected of being under the influence of alcohol or other drugs  
N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offenses  
N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons offenses  
N.J.A.C. 6A:16-10.1 et seq. Home or out-of-school Instruction  
N.J.A.C. 8:61-1.1 Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)

H.A. v. Board of Education Warren Hills Regional, 1976 S.L.D. 336

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

Somerset County Educational Services Commission v. North Plainfield Board of Education 1999 S.L.D. September 7 State in re G.S. 330 N.J. Super. 338 (Ch. Div. 2000)

**Possible**

**Cross References:** \*4112.2 Certification  
\*5113 Absences and excuses  
\*5114 Suspension and expulsion  
\*5131 Conduct/discipline  
\*5131.6 Drugs, alcohol, tobacco (substance abuse)  
\*5131.7 Weapons and dangerous instruments  
\*5134 Married/pregnant pupils  
\*5141.2 Illness  
\*6146 Graduation requirements  
\*6164.2 Guidance services  
\*6164.4 Child study team  
\*6171.4 Special education  
\*6172 Alternative educational programs

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

SUMMER SCHOOL

The district shall provide a fully accredited summer school for secondary school students who need development or remedial work in basic skills and academic courses. Enrichment programs, and special summer programs for elementary students or adults, may also be conducted with specific Board approval.

The following policies shall pertain to the regular summer session for secondary school students:

- A. The summer program shall be conducted for students in grades 7 to 12 and shall be held at the location recommended by the administration.
- B. The length of the program, the curriculum, and all courses shall be in accordance with the rules of the State Board for an approved summer secondary school.
- C. Admission to the summer session will be limited to Camden City residents.
- D. Procedures shall be established to ensure that summer sessions have the use of necessary school facilities, such as science laboratories, school library, audiovisual materials and equipment, and office machines.
- E. Procedures shall be established to ensure that facilities and equipment used by summer school personnel are cared for properly and are left ready for use by the school's regular staff in the fall.
- F. Arrangements shall be made for the summer school to be provided with the services of a librarian, with clerical help, and custodial personnel. An adequate security staff shall be scheduled for summer duty.
- G. When space is at a premium, the enrollment of students in the summer program for makeup and remedial work shall take precedence over enrollment of students who wish to take extra-credit or enrichment courses.
- H. The Principal of the summer school is authorized to cancel classes with insufficient enrollment, with the exception of upper grade courses needed by students to meet graduation requirements, upon approval of the Superintendent.
- I. The Board shall annually approve the appointment of the Principal of the summer school and the staff.
- J. The Board shall annually approve the calendar for the summer school and take salary and other action needed for state approval of the summer school from year to year.
- K. Except as a condition of promotion, no student may be required to enroll in the summer program. However, students who enroll shall be required to attend regularly or shall be dropped from the summer roll.
- L.

Adopted: June 24, 1985  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009  
Key Words

Summer, Summer School

**Legal References:**     N.J.S.A. 18A:7A-3                     Summer Compensatory Programs  
                                  N.J.S.A. 18A:54B-1, 2                 Summer School Enrichment Program

**Possible**

**Cross References:** \*1120     Board of education meetings  
                                  \*5113     Absences and excuses  
                                  \*5120     Assessment of individual needs  
                                  \*5127     Commencement activities  
                                  6000     Concepts and roles in instruction  
                                  \*6010     Goals and objectives  
                                  \*6122     Articulation  
                                  \*6140     Curriculum adoption  
                                  6141.4    Independent study  
                                  \*6142     Subject fields  
                                  \*6142.2   English as a second language; bilingual/bicultural  
                                  \*6142.6   Basic skills  
                                  \*6145     Extracurricular activities  
                                  \*^146     Graduation requirements  
                                  \*6147     Standards of proficiency  
                                  \*6154     Homework/makeup work  
                                  \*6171.4   Special education  
                                  \*6200     Adult/community education

\*Indicates policy is included in the Critical Policy Reference Manual

**Policy**

---

**EARLY CHILDHOOD EDUCATION/PRESCHOOL**

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 K-12 curriculum.

Proof of immunizations against communicable diseases and examinations shall be in accord with requirements for preschool, kindergarten and first grade admission (see policy file code [5111 Admission](#)).

The Board of Education shall ensure that the preschool program

- A. Maintains classroom enrollments of no more than 18 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 student 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 parents 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/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: August 14, 2007  
NJSBA Review/Update: March 2009  
Revised: March 22, 2011

Key Words:

Developmentally Appropriate Curriculum, Early Childhood Education, Preschool

Legal References:

<u>N.J.S.A. 18A:7F-54</u>	Access to full-day preschool; calculation of preschool education aid
<u>N.J.S.A. 18A:44-4</u>	Funding of Preschool programs
<u>N.J.A.C. 6A:8-2.1</u>	Authority for educational goals and standards
<u>N.J.A.C. 6A:8-3.4</u>	Requirements for early childhood education programs
<u>N.J.A.C. 6A:9-6.1</u>	Standard certificate
<u>N.J.A.C. 6A:9-8.1</u>	Requirements for certificates of eligibility
<u>N.J.A.C. 6A:9-9.2</u>	Endorsements and authorizations
<u>N.J.A.C. 6A:13A-1.1 et seq.</u>	Elements of high quality preschool programs
<u>N.J.A.C. 6A:23A-8.7</u>	Tuition rate adjustment by districts receiving preschool expansion aid or opportunity aid
<u>N.J.A.C. 6A:26-3.11</u>	ECPA district community early childhood educational facilities projects
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:32-8.3</u>	School attendance

\*Monitored if the district has an early childhood education program.

Possible Cross References:

*1410	Local units
*1600	Relations between other entities and the district
*3220/3230	State funds/federal funds
*3541.1	Transportation routes and services
*5020	Role of parents/guardians
*5111	Admission
*5141.3	Health examinations and immunizations
*6010	Goals and objectives
*6122	Articulation
*6141	Curriculum design/development

*6151	Class size
*6171.3	At-risk and Title 1
*6171.4	Special education
*7110	Long-range facilities planning

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

ADULT/COMMUNITY EDUCATION

The Board will establish and maintain a program of adult education and may utilize any of its school facilities for accomplishing the legitimate educational purposes of serving the vocational, avocational, cultural, and aesthetic interests of the community.

The Board will also maintain a program of instruction in English language and in government and laws for the benefit of foreign-born residents of the district.

In order to support a program of adult education and education for the foreign born, the Board may employ staff, use school facilities as required, and provide necessary custodial services. All professional staff members so employed shall possess valid New Jersey teaching certificates.

The Superintendent is directed to seek out and utilize such federal, state, and private sources of revenue as may be appropriate for the financial support of the adult education program.

Adult High School

The Board will establish an adult evening high school for district residents 18 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. LEP students may satisfy a special review assessment in lieu of passing the HSPA. All courses shall be adopted by the Board and shall include standards of proficiency.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009  
Revised: January 25, 2011

Key Words

Adult Education, Community Education

**Legal References:** N.J.S.A. 18A:7C-8 Adult high school programs; diplomas  
N.J.S.A. 18A:48-1 et seq. Public Evening Schools  
N.J.S.A. 18A:50-1 et seq. Adult Education  
N.J.A.C. 6:30-1.1 et seq. Adult Education Programs  
See particularly:  
N.J.A.C. 6:30-2.1, -3.3,  
-3.6, -3.7, -3.8  
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment  
See particularly:  
N.J.A.C. 6A:8-5.1(a)5  
and 6  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts

\*\*Monitored/mandated only if the Board has an adult high school.

**Possible**

<b><u>Cross References:</u></b>	3240	Tuition income
	*3250	Income from fees, fines, charges
	*4112.2	Certification
	4141	Salary guides
	*5111	Admission
	*5124	Reporting to parents/guardians
	*5127	Commencement activities
	*5131	Conduct/discipline
	*6142	Subject fields
	6174	Summer school

\*Indicates policy is included in the Critical Policy Reference Manual.

**Policy**

---

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board directs the Superintendent to develop and implement a systematic short-range and long-range plan for the continuing assessment of the progress of the educational program toward the goals established by the district. To this end, he/she shall recommend tests and methods indicated by his/her best professional judgment.

The Board reserves the right to review each test and to approve those that serve a legitimate purpose without infringing upon the personal rights of the pupils or their parents/guardians. The results of any evaluation may be released by the Superintendent using district wide data. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

The Superintendent shall annually recommend improvements in the program and staff based upon the evaluation of the district's program. He/she will ensure that all required data is submitted to the Commissioner for inclusion in the school report card.

The Board will cooperate with the Commissioner in the conduct of such state-wide assessment programs as are required by the State Board of Education and shall use the data gained thereby toward the improvement of the schools of this district.

Adopted: June 24, 1985  
Revised: August 23, 1995  
Readopted: August 14, 2007  
NJSBA Review/Update: March 2009

Key Words

Evaluation, Evaluation of the Instructional Program, Instructional Program

**Legal References:** N.J.S.A. 18A:7A-10 Evaluation of performance of each school  
N.J.S.A. 18A:7E-2  
through -5 School report card program  
N.J.A.C. 6A:7-1.4 Responsibilities of the district Board of Education  
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment  
See particularly:  
N.J.A.C. 6A:8-3.1, -4.3,  
-4.4, -4.5  
N.J.A.C. 6A:14-4.1(i) General requirements  
N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core  
Curriculum Content Standards  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
N.J.A.C. 6A:32-1.2 Definitions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

**Possible**

<b><u>Cross References:</u></b>	*1000/1010	Concepts and roles in community relations; goals and objectives
	*1120	Board of education meetings
	*5120	Assessment of individual needs
	*5145.4	Equal educational opportunity
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	6011	Thorough and efficient/QEA
	*6141	Curriculum design/development
	*6147	Standards of proficiency
	*6171.4	Special education

\*Indicates policy is included in the Critical Policy Reference Manual.