

GOALS AND OBJECTIVES

The Montague Township Board of Education accepts responsibility for coordinating the available resources of home, school, and community in a mutual effort to guide every student's growth toward 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 New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy).

- 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/guardian education programs shall be designed and implemented by the district to assist parents/guardians in providing readiness experiences for their preschool children.

- B. Students shall leave grades three through eight having demonstrated competency in challenging subject matter, including language arts/literacy, mathematics, science, technology, social studies, health and physical education, visual and performing arts, and world languages:
 - 1. The district shall implement the state curriculum standards and appropriate assessments to enable students 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 20 hours of continuing education annually to ensure that they are obtaining and maintaining the skills to help all students achieve the state curriculum standards.

- C. Students 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 students shall demonstrate competency in the skills identified in the 21st Century Life and Careers standards;
 - 3. All students shall demonstrate respect for racial, cultural, ethnic, and religious diversity.

- D. All students 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 the state curriculum standards;
 - 2. The district shall provide staff training in the teaching of mathematics and science at grades K-8 to increase teachers' understanding of and ability to teach these subjects.

- E. 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/guardians to establish the responsibilities of each

GOALS AND OBJECTIVES (continued)

- to create and maintain safe and healthy educational environments for all students;
- 2. The district shall provide programs and staffing to deal with at-risk students;
- 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 chief school administrator 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 student 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 student minimum proficiency levels in the areas addressed in the state curriculum standards;
- F. An educational program consistent with these goals, objectives, standards, and needs;
- G. Evaluation of student progress.

Adopted: October 22, 2008
 NJSBA Review/Update: September 2015
 Readopted:

Key Words

Instructional Goals and Objectives, Goals and Objectives in Instruction

<u>Legal References:</u>	<p><u>N.J.S.A.</u> 18A:7A-10 <u>N.J.S.A.</u> 18A:7C-2 <u>N.J.S.A.</u> 18A:7F-43 <u>N.J.S.A.</u> 18A:33-1 <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:8-1.2 through -1.3, -2.1, -3.1,-4.4 <u>N.J.A.C.</u> 6A:9C-2.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:23A-1.1 <u>et seq.</u> <u>See particularly:</u> <u>N.J.A.C.</u> 6A:23A-22.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:26-1.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:32-2.1</p>	<p>Evaluation of performance of each school Boards of education; establishment of standards <u>Comprehensive Education Improvement and Financing Act</u> District to furnish suitable facilities; adoption of courses of study Curriculum and Courses Standards and Assessment Professional development for teaching staff member and school leader Fiscal accountability, efficiency and budgeting procedures Educational Facilities Evaluation of the Performance of School Districts Definitions</p>
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No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

GOALS AND OBJECTIVES (continued)**Possible**

<u>Cross References:</u>	*1100	Communicating with the Public
	*1120	Board of Education Meetings
	*1230	School-Connected Organizations
	*1600	Relations Between Other Entities and the District
	*2131	Chief School Administrator
	*2240	Research, Evaluation, and Planning
	*3542	Food Service
	4000/4010	Concepts and Roles in Personnel; Goals and Objectives
	*4111	Recruitment, Selection, and Hiring
	*4116	Evaluation
	*4131/4131.1	Staff Development; In-Service Education/Visitations/Conferences
	*4211	Recruitment, Selection, and Hiring
	*4231/4231.1	Staff Development; In-Service Education/Visitations/Conferences
	*5113	Attendance, Absences, and Excuses
	*5120	Assessment of Individual Needs
	*5124	Reporting to Parents/guardians/Guardians
	*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 Montague Township Board of Education recognizes that the preparation of a calendar for the school instructional program is necessary for orderly educational planning and for the efficient operation of the district.

The board shall determine annually the days when the school 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 chief school administrator shall prepare the school calendar for board consideration in consultation with teacher and administrator association representatives, the receiving high school, 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 New Jersey Commissioner of Education. Student absences shall be excused for observance of board-approved religious holidays (see policy 5113 Attendance, Absences, and Excuses).

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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 Attendance, Absences, and Excuses
*5127 Commencement Activities
*6112 School Day
*6114 Emergencies and Disaster Preparedness
*6146 Graduation Requirements

SCHOOL CALENDAR (continued)

*6171.4 Special Education

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

Policy

SCHOOL DAY

The length of the school day and length of periods of instruction at various levels shall be recommended by the chief school administrator and set by the Montague Township Board of Education, and shall be in keeping with the requirements of the New Jersey State Board of Education.

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

The chief school administrator 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 chief school administrator.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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

Possible

Cross References: *2210 Administrative Leeway in Absence of Board Policy
*5113 Attendance, 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 chief school administrator shall direct the development of plans, procedures, and mechanisms for responding to emergencies and crises in the school that threaten human life and property. He or she shall consult with law enforcement agencies, health and social services agencies, 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.

Plans and procedures shall include these elements:

- A. Cooperation with local government agencies in developing and carrying out a school and/or community disaster plan that includes procedures for building lockdowns when necessary;
- B. Mechanisms for the orderly evacuation of district 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 students and staff; and
- E. Communicating specific instructions to students and staff so that the school emergency plan may be carried out with the greatest possible speed and safety.

The chief school administrator 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. The in-service program shall be reviewed and updated annually.

School Safety and Security Plan

The Montague Township Board of Education directs the chief school administrator and his or her designees to develop and implement comprehensive plans, procedures, and mechanisms that provide for safety and security in the school. Written plans, procedures, and mechanisms shall, at a minimum, provide for:

- A. The protection of the health, safety, security, and welfare of the school population;
- B. The prevention of, intervention in, response to, and recovery from emergency and crisis situations;
- C. The establishment and maintenance of a climate of civility; and
- D. Support services for staff, students, and their families.

The chief school administrator shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and other community resources, as appropriate, in the development of the district's plans, procedures, and mechanisms for school safety and security.

The plans, procedures, and mechanisms shall be consistent with the format and content established by the New Jersey Domestic Security Preparedness Task Force and the New Jersey Commissioner of Education. The plans, procedures, and mechanisms shall be reviewed annually and updated as appropriate.

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

The chief school administrator shall disseminate a copy of the school safety and security plan to its employees. In addition:

- A. New employees shall receive a copy of the school safety and security plan, as appropriate, within 60 days of the effective date of their employment;
- B. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan;
- C. All employees shall attend an in-service training program designed to allow all board employees to recognize and appropriately respond to safety and security concerns, including emergencies and crises, in a manner consistent with the board's plans, procedures, and mechanisms for school safety and security.

Fire Drills and School Security Drills

Fire drills shall be held at least once each month for all students. There shall also be at least one school security drill per month. The chief school administrator 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.

A written statement of procedures and instructions for fire drills and school security drills shall be formulated by the chief school administrator and disseminated to all staff. All staff shall also receive training on school safety and security that includes instruction on school security drills. New staff shall receive this training within 60 days of the commencement of the staff member's employment.

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

Required Drills

- A. The district shall be required to conduct a minimum of two drills per year for each of the following drills:
 - 1. Active shooter;
 - 2. Evacuation (non-fire);
 - 3. Bomb threat;
 - 4. Lockdown.

Students are not required to participate in two of the eight mandated drills.

- B. Within the first 10 days of the new school year, the school shall be required to conduct one fire drill.
- C. Within the first 15 days of the new school, the school shall be required to conduct one school security drill.

Reporting

By June 30 of each year, the chief school administrator shall submit to the executive county superintendent an annual Statement of Assurance report on the forms provided by the New Jersey Department of Education.

Emergency Closings and Delayed Openings

The chief school administrator is authorized by the board to close the school, open school late, or dismiss school early in hazardous weather or other extraordinary circumstances that might endanger the health or

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

safety of students or school employees.

Each year, parents/guardians, students, 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.

Adopted: July 28, 2010
 NJSBA Review/Update: September 2015
 Readopted:

Key Words

Emergencies, Emergency and Disaster Preparedness, Civil Defense, Disasters, Fire Drills, Security Drills, Bomb Threats, Safety and Security Plan

Legal References:

<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 <u>et seq.</u>	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:16-5.1 <u>et seq.</u>	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 by health officers

A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials

School Safety and Security Plans, Minimum Requirements

Possible

Cross References:

*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.

CEREMONIES AND OBSERVANCES

The morning opening exercises will include the pledge of allegiance. Those students 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 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, the 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). The Montague Township Board of Education authorizes the chief school administrator to conduct school observances in commemoration of other persons and events of special historical significance.

Students 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 school so long as such recognition respects the rights and feelings of others and is consistent with law.

Songs and customs that have come to us from the various elements of our national population may be used to broaden our students' 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.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Ceremonies and Observances, Holidays, Patriotic Exercises

CEREMONIES AND OBSERVANCES (continued)

Legal References:

<u>N.J.S.A.</u> 18A:36-3	Display of and salute to flag; pledge of allegiance
<u>N.J.S.A.</u> 18A:36-4	Period of silence (unconstitutional)
<u>N.J.S.A.</u> 18A:36-6	Observance of Flag Day
<u>N.J.S.A.</u> 18A:36-7 through -9	Designation of Arbor Day ...
<u>N.J.S.A.</u> 18A:36-10 through -12	Designation of Commodore Barry Day ...
<u>N.J.S.A.</u> 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 (3rd 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 student enrolled in the district school 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, national origin, nationality, ancestry, creed, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, familial status, place of residence in the district, social or economic status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, disability, nonapplicable disability, genetic information, refusal to submit to or make the results of a genetic test known, pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood. 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 New Jersey 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 audiovisual materials;
7. Guidance and counseling;
8. Extracurricular programs and activities;
9. Testing and other assessments;
10. Reducing or preventing the underrepresentation 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 to ensure inclusion of instruction on the Holocaust and genocide in the curriculum for all elementary and secondary school students.

B. Staff training

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

C. Student access

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

following:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Assigning students in such a way that the racial/national origin composition of class of the same grade level is comparable;
3. Refraining from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable district enrollments;
4. Assigning students so that classroom enrollments are not identifiable on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender identity or expression, gender, religion, disability, or socioeconomic status;
5. Ensuring that students are not separated or isolated within the school, courses, classes, programs, or extracurricular activities;
6. Ensuring that minority and male students are not overrepresented in detentions, suspensions, dropouts, or special needs classifications;
7. Ensuring equal and bias-free access for all students to computers, computer classes, and other technologically advanced instructional assistance;
8. Ensuring that all limited English-proficient (LEP) students and students with disabilities have equal and bias-free access to all school programs and activities;
9. Ensuring equal and bias-free access for language-minority students and students with disabilities to multiple measures for determining special needs;
10. Ensuring that student support services (such as school-based youth services, healthcare, tutoring, and mentoring) are available to all students, including LEP students;
11. Ensuring that all pregnant students 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, the 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 chief school administrator will report to the Montague Township Board of Education annually on continuing compliance.

Adopted: October 22, 2008
 NJSBA Review/Update: September 2015
 Readopted:

Note: See regulation 2224 Nondiscrimination/Affirmative for the grievance procedure for this policy.

Key Words

Affirmative Action, Nondiscrimination, Curriculum, Instructional Materials, Textbooks

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:4A-1 et seq. New Jersey Commission on Holocaust Education
N.J.S.A. 18A:18A-17 Facilities for handicapped persons
N.J.S.A. 18A:35-1 Course in history of the United States in high school
N.J.S.A. 18A:36-20 Discrimination; prohibition
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
See particularly:
N.J.A.C. 6A:7-1.1,-1.4,-1.7,-1.9
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

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 Ed. 526 U.S. 629 (1999)

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

<u>Cross References:</u>	*2224	Nondiscrimination/Affirmative Action
	*4111.1/4211.1	Nondiscrimination/Affirmative Action
	*4131/4131.1	Staff Development; In-Service Education/Visitations/Conferences
	*4231/4231.1	Staff Development; In-Service Education/Visitations/Conferences
	*5131.1	Harassment, Intimidation, and Bullying
	*5134	Married/Pregnant Students
	*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 New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy), the Montague Township Board of Education shall be responsible for the delivery of educational programs at the elementary level using a coherent sequence of activities to prepare all students for secondary study upon graduation.

The chief school administrator shall develop programs whereby teachers of the various grade levels cooperate to achieve smooth transitions from level to level; whereby students receive instruction in the same subjects at the same levels as students in other districts who will be attending the same high school; and whereby the transition from the district elementary school to the receiving high school is accomplished without unnecessary difficulty for any student.

Further, the chief school administrator will make every effort to develop a similar relationship with nursery schools from which district kindergarten students come.

NJSBA Review/Update: September 2015
Adopted:

Key Words

Articulation

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:38-8.1 through -8.3	Additional member on board of education to represent board of education in each sending district
	<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

Possible

<u>Cross References:</u>	*1600	Relations Between Other Entities and the District
	*2131	Chief School Administrator
	*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

CURRICULUM ADOPTION

The Montague Township 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 New Jersey Department of Education. Such courses must include the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy) adopted by the New Jersey State Board of Education;
- B. Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the Department and within the financial means of the district;
- C. Adapt and revise existing courses of study to meet the changing needs of students 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 and objectives and identified student needs;
- B. Develop individual talents and interests and serve diverse learning styles to motivate student achievement;
- C. Provide for continuous learning through effective articulation;
- D. Provide all students continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
- E. Provide all students guidance and counseling to assist in career and academic planning;
- F. Provide a continuum of educational programs and services for students with disabilities, pursuant to law and regulation;
- G. Provide ESL/bilingual programs for students whose dominant language is not English, pursuant to law and regulation;
- H. Provide all students 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 students.

The chief school administrator shall maintain a current list of all courses of study offered by this district, shall furnish each member of the board with a copy upon request, and shall provide a copy in the district office for public perusal.

CURRICULUM ADOPTION (continued)

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.

Adopted: October 22, 2008
 NJSBA Review/Update: September 2015
 Readopted:

Key Words

Curriculum Adoption, Adoption of Curriculum, Core Proficiencies, Curriculum Standards, Curriculum

<u>Legal References:</u>	<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:29A-1 <u>et seq.</u>	Teacher recognition
	<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.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:8-3.1, -5.1	
	<u>N.J.A.C.</u> 6A:14-4.1	General requirements
	<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:15-1.3, -1.4, -1.5	
	<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:32-2.1	Definitions

Possible

<u>Cross References:</u>	*6141	Curriculum Design/Development
	*6142	Subject Fields
	*6142.2	English as a Second Language and Bilingual Programs
	*6143	Curriculum Guides
	*9325.4	Voting Method

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

Policy

CURRICULUM DESIGN/DEVELOPMENT

The chief school administrator shall be responsible to the Montague Township Board of Education for the development of curriculum to meet identified student needs. The board shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills set out in the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy). In addition, the board shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for students with limited English proficiency, and for students who are gifted and talented.

The chief school administrator shall establish procedures for curriculum development that ensure the effective participation of teaching staff members, students (as appropriate to their ages and grades), parents/guardians, the community, and members of the board, as well as 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 chief school administrator 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 student 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, does it overcome any defect(s) identified in the previous program?
- 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 and found to bring about positive 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 in-service training?

A plan for regularly updating curriculum shall be developed and implemented. The chief school administrator shall report annually on all progress in curriculum development and the implementation of the curriculum plan at the time of the board's annual adoption of curriculum.

CURRICULUM DESIGN/DEVELOPMENT (continued)

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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:30-1.1 et seq. Evaluation of the Performance of School Districts

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

Possible

Cross References: *2131 Chief School Administrator
*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 Montague Township Board of Education 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 students' 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 students of the many beliefs and customs stemming from religious, racial, ethnic, and cultural heritages. Such instruction should be designed to broaden students' 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 students' 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 that may be contrary to a student's religious beliefs and teachings shall be viewed as optional for the student.

The board shall not prevent, or otherwise deny participation in, constitutionally protected prayer in 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 United States Constitution.

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

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS (continued)

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 (3rd 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. 3d 198 (3rd 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

<u>Cross References:</u>	*1330	Use of School Facilities
	*5113	Attendance, 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.

Policy

SUBJECT FIELDS

The Montague Township Board of Education directs that the district school offer a comprehensive curriculum to provide for the intellectual, social, and emotional growth of all students, pre-kindergarten through grade 8, 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 New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy) and the skills emphasized by the 21st Century Life and Careers Standards, in addition to those courses mandated by statute.

The chief school administrator 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 students of the district.

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

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Curriculum, Courses, Subject Fields

Legal References: N.J.S.A. 18A:6-2 Instruction in accident and fire prevention
N.J.S.A. 18A:6-3 Courses in constitution of United States
N.J.S.A. 18A:7C-5 Board of education to provide policy on graduation to students and parents
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.S.A. 18A:35-4.6
through -4.8 Parents Right to Conscience Act of 1979
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:9-1.1 et seq. Professional Licensure and Standards
N.J.A.C. 6A:9B-3.1 et seq. State Board of Examiners and certification
See particularly:
N.J.A.C. 6A:9B-5, -6, -8,
-9, -10, -11, -12, -14

SUBJECT FIELDS (continued)

<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

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

Possible

Cross References:

*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 and Bilingual Programs
*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 Montague Township 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 New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy).

The curriculum, developed under the supervision of the chief school administrator with the active participation of teachers, administrators, students, 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 used for the grades of their children shall be sent to parents/guardians annually.

The chief school administrator shall ensure that the curriculum developed is articulated from level to level within the school, to that of the receiving high school, and to that of other elementary districts who send students to the same high school, so that the transition from elementary to secondary approaches to this material will be smooth for all students.

Any student 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 their 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 alone, upon recommendation of the chief school administrator, shall determine the content, sequence, and materials of the family life education curriculum.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Family Life Education

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

Student 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.

FAMILY LIFE EDUCATION (continued)

Possible

<u>Cross References:</u>	*1220	<u>Ad Hoc</u> Advisory Committees
	*5131.6	Drugs, Alcohol, Steroids, 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.

ENGLISH AS A SECOND LANGUAGE AND BILINGUAL PROGRAMS

The Montague Township Board of Education shall provide English as a second language (ESL) and/or bilingual programs of instruction for students 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 school work in that language, and need their basic educational program taught in that language.

The chief school administrator shall develop procedures in accordance with administrative code to determine which students 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 students' needs.

The goal of ESL programs is to assist students to achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English. The goal of bilingual programs is to permit students to learn subject matter in their primary language while developing English language skills. The goal of all such programs shall be achievement of the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy).

Parents/guardians of students 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 in the ESL/bilingual program.

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

The chief school administrator 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) students must meet the district's graduation requirements.

Students 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 student should exit from the ESL/bilingual program, parents/guardians shall be notified by mail.

Parents/guardians may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of the student's participation in an ESL/bilingual education program, he or 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 student should remain in the ESL/bilingual education program until the end of the school year, the parents/guardians may appeal that decision to the New Jersey Commissioner of Education (or his or her designee) pursuant to law. The commissioner shall render a decision within 30 days of the filing of the appeal.

The board may petition the commissioner 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

ENGLISH AS A SECOND LANGUAGE
AND BILINGUAL PROGRAMS (continued)

geographic location of the eligible students.

Note: ELL or English language learner students are students who are in the process of acquiring English and have a first language other than English. English language learners are the same students who are sometimes referred to as limited English proficient (LEP) students.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

English as a Second Language, Bilingual Programs, ESL

<u>Legal References:</u>	<p><u>N.J.S.A. 18A:35-15 et seq.</u> <u>N.J.A.C. 6A:5-1.1 et seq.</u> <u>N.J.A.C. 6A:8-1.3</u> <u>N.J.A.C. 6A:8-4.1</u> <u>N.J.A.C. 6A:8-5.1</u> <u>N.J.A.C. 6A:9B-3.1 et seq.</u> <u>See particularly:</u> <u>N.J.A.C. 6A:9B-10.4, -10.5</u> <u>N.J.A.C. 6A:15-1.1 et seq.</u> <u>See particularly:</u> <u>N.J.A.C. 6A:15-1.4</u> <u>N.J.A.C. 6A:30-1.1 et seq.</u> <u>N.J.A.C. 6A:32-2.1</u></p>	<p>Bilingual education programs Regulatory Equivalency and Waiver Definitions Statewide assessment system Graduation requirements Professional Licensure and Standards Bilingual Education Evaluation of the Performance of School Districts Definitions</p>
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No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

<u>Cross References:</u>	<p>*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</p>
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*Indicates policy is included in the Critical Policy Reference Manual.

Policy

PHYSICAL EDUCATION AND HEALTH

The Montague Township Board of Education directs that the district's curricular and extracurricular programs of physical education and activities shall 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. The board shall ensure that the comprehensive health and physical education curriculum addresses all elements required by the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy).

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 and comparable from grade level to grade level, taking into account the needs of the students.

The board will consider on a case-by-case basis requests from students' parents/guardians 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 and 8, the 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.

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 principal, a student's parents/guardians shall be permitted, within a reasonable period of time after the request is made, to examine the dating violence education program instructional materials developed by the district.

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

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

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

PHYSICAL EDUCATION AND HEALTH (continued)

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Nondiscrimination, Physical Education, Health, Affirmative Action

<u>Legal References:</u> <u>N.J.S.A. 18A:6-111 et seq.</u>	Instruction in Suicide Prevention
<u>See particularly:</u>	
<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:35-4.23</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 through -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:9B-5.18</u>	Athletics Personnel
<u>N.J.A.C. 6A:9B-10.8</u>	Health and physical education
<u>N.J.A.C. 6A:32-9.1</u>	Athletics Procedures
<u>N.J.A.C. 6A:16-2.1 et seq.</u>	General Provisions for School Health Services
<u>See particularly:</u>	
<u>N.J.A.C. 6A:16-2.2</u>	

P.L.2014, c.36 (instruction in cardiopulmonary resuscitation and use of an automated external defibrillator prior to graduation)

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

<u>Cross References:</u>	*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

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

BASIC SKILLS

In order to provide district students with the basic tools necessary for achievement of the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy), the Montague Township Board of Education directs development of strong basic skills courses at all levels of the school.

The chief school administrator 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; and
- B. Actively seek innovative and remedial programs to ensure that all district students 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 or she does not meet minimum proficiency levels.

NJSBA Review/Update: September 2015

Adopted:

Key Words

Basic Skills, Remedial Education

Legal References: N.J.S.A. 18A:35-4.9 Student 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 School Improvement Act of 1988, (Pub. L. No. 100-297) amending Elementary and Secondary Education Act of 1965.

Possible

Cross References: *6122 Articulation
*6140 Curriculum Adoption
*6141 Curriculum Design/Development
*6142 Subject Fields
*6142.2 English as a Second Language and Bilingual Programs
*6146 Graduation Requirements
*6171.1 Remedial Instruction
*6171.3 At-Risk and Title 1
*6171.4 Special Education

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

Policy

ARTS

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

NJSBA Review/Update: September 2015

Adopted:

Key Words

Art Curriculum, Arts

Legal References: N.J.S.A. 18A:7F-46 Review, update of the CCCS, Educational Adequacy Report
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

Possible

Cross References: *6010 Goals and Objectives
*6140 Curriculum Adoption
*6142 Subject Fields

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

INTERNET SAFETY AND TECHNOLOGY

The Montague Township Board of Education 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 communication opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy).

It is the policy of the district to establish safe and effective methods for student and staff users of the district's technological resources and to:

- A. Prevent user access over its computer network to, or transmission of, inappropriate material by way of the Internet, email, or other forms of direct electronic communication;
- B. Prevent unauthorized access and other unlawful online activity;
- C. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- D. Comply with the Children's Internet Protection Act (CIPA).

CIPA COMPLIANCE

Use of Filters to Block Access to Inappropriate Material

To the extent practical, technology protection measures (or Internet filters) shall be used to block or filter student access to inappropriate information by way of the Internet or other forms of electronic communication.

Specifically, as required by CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the district's online computer network when they use email, chat rooms, instant messaging, and other forms of direct electronic communication.

Specifically, as required by the CIPA, prevention of inappropriate network use includes:

- A. Unauthorized access, including so-called hacking and other unlawful activities; and
- B. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision, and Monitoring

It shall be the responsibility of all district staff members to educate, supervise, and monitor use of the computer network and access to the Internet in accordance with this policy and the CIPA. Procedures for disabling or otherwise modifying any technology protection measure shall be the responsibility of the chief school administrator (or his or her designee).

INTERNET SAFETY TECHNOLOGY (continued)

The chief school administrator (or his or her designee) shall ensure that students and staff who use the school internet facilities receive appropriate training, including the following:

- A. District-established standards for the acceptable use of the Internet;
- B. Internet safety rules;
- C. Rules for limited supervised access to, and appropriate behavioral expectations for use of, online resources, social networking websites, and chat rooms;
- D. Cyberbullying awareness and response (see policy 5131.1 Harassment, Intimidation, and Bullying).

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

Policy Development

The district Internet Safety and Technology policy shall be adopted and revised through a procedure that includes reasonable public notice and at least one public hearing.

ACCEPTABLE USE OF THE INTERNET

Purpose

To support its commitment to provide 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 changes 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 chief school administrator as the coordinator of the district system. He or she shall recommend to the board qualified staff persons to ensure provision of the 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.

The principal shall coordinate the district system in the school by approving all activities, 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 school 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 policy and regulation 5131

INTERNET SAFETY TECHNOLOGY (continued)

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 standalone computers. An agreement shall be required. To deny a child access, parents/guardians must notify the principal in writing.

Classroom Email Accounts

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

Individual Email 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.

Individual Email Accounts for District Employees

District employees shall be provided with email access. Access to the system will be provided for staff members who have signed the acceptable use policy agreement. Email will be monitored and archived for three years. Employee email is discoverable and will be released if subpoenaed within the archival period set forth in this policy.

District/School Websites

The board authorizes the chief school administrator to establish and maintain a district website. The purpose of the website will be to inform the educational community of district programs, policies, and practices.

The school and individual classes may also establish websites that include information on school or class activities. The principal shall oversee these websites.

The chief school administrator shall publish and disseminate guidelines on acceptable material for these websites. The chief school administrator shall also ensure that district and school websites 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 New Jersey Department of Education. "Personally identifiable information" refers to student names, photos, addresses, email addresses, phone numbers, and locations and times of class trips.

Parent/Guardian Notification and Responsibility

The chief school administrator 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.

Student Safety Practices

INTERNET SAFETY TECHNOLOGY (continued)

Students shall not post personal contact information about themselves or others online. 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 (hacking) 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 access 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, trapdoor program codes, spyware, malware, 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 webpages.

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 or her password to another individual.

Users shall immediately notify the supervising staff person or data technology administrator 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

INTERNET SAFETY TECHNOLOGY (continued)

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

Users shall check email 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.

School Furnished Electronic Devices

The district may furnish students electronic devices such as laptop computers, tablets, notebooks, cellular telephones, or other electronic devices. When a student is furnished with an electronic device, the district shall provide the student with written or electronic notification that the electronic device may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. The notification shall also include a statement that the district shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student. The parent/guardian of the student furnished an electronic device shall acknowledge receipt of the notification. The district shall retain the acknowledgement as long as the student retains the use of the electronic device.

Failure to provide the required notification shall be subject to a fine of \$250 per student, per incident. If imposed, the fine shall be remitted to the Department, and shall be deposited in a fund that shall be used to provide laptops or other portable computer equipment to at-risk students.

Implementation

The chief school administrator may prepare regulations to implement this policy.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Acceptable Use, Blocking/Filtering Software, Email, Internet, Internet Safety, Technology, Web Site, World Wide Web, CIPA

- Legal References:**
- 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-10 NJQSAC
 - N.J.S.A. 18A:36-35 School Internet websites; disclosure of certain student information prohibited
 - N.J.S.A. 18A:36-39 Notification by school to certain persons using certain electronic devices; fine
 - 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 CFR 54.503(d) - Competitive Bidding; Gift Restrictions

INTERNET SAFETY TECHNOLOGY (continued)

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

State in re T.L.O., 94 N.J. 331 (1983), reversed on other grounds, New Jersey v. T.L.O., 569 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.

Possible

<u>Cross References:</u>	*1111	District Publications
	*3514	Equipment
	*3570	District Records and Reports
	*5114	Suspension and Expulsion
	*5124	Reporting to Parents/Guardians
	*5131	Conduct/Discipline
	*5131.1	Harassment, Intimidation, and Bullying
	*5131.5	Vandalism/Violence
	*5142	Student Safety
	*6144	Controversial Issues
	*6145.3	Publications
	6142.11	Bring Your Own Device

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

CAREER AND TECHNICAL EDUCATION

The Montague Township 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 New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy), 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 students to the nature of the wide variety of careers available. The 21st Century Life and Careers Standards shall be infused into the curriculum throughout the grades in age-appropriate activities. When any hands-on experience requires use of power tools, or when any other activity poses a safety risk, 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 state curriculum standards;
- B. Be infused throughout the K-8 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 their accomplishments in academic and career oriented work;
- 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:

CAREER AND TECHNICAL EDUCATION (continued)

- 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 state curriculum 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.

Adopted: October 22, 2008

NJSBA Review/Update: September 2015

Readopted:

Key Words

Career Education, Career Exploration, Career Development, Vocational-Technical Education

<u>Legal References:</u>	<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 students
	<u>N.J.S.A.</u> 18A:40-12.1, -12.2	Protective eye devices required for teachers, students 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:9B-3.1 <u>et seq.</u>	Professional Licensure and Standards
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:9B-10.2, -10.13, -12.19 through -12.20	
	<u>N.J.A.C.</u> 6A:19-1.1 <u>et seq.</u>	Vocational – Technical Education Programs and Standards
	<u>See particularly:</u>	
	<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-technical schools
	<u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u>	Operation and Maintenance of Facilities
	<u>See particularly:</u>	
	<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

Possible

<u>Cross References:</u>	*3220/3230	State Funds; Federal Funds
	*3516	Safety
	*5142	Student 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 and Bilingual Programs

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

Policy

HIV PREVENTION EDUCATION

The Montague Township 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 middle-grade curriculum, taking into consideration the age, growth, development, and maturity of the students and the subject matter of the course. Development of the program should take into account the instructional needs of all students in the district.

The chief school administrator shall ensure that the information presented as a part of the HIV prevention education program is articulated in such a way that approaches to the material will be appropriate for all students as they transition from grade to grade within the district school, and from the district school to the receiving high school.

The chief school administrator shall be responsible for the preparation and development of an HIV prevention education program, with active consultation and participation of an advisory committee, which may consist of teachers, administrators, parents/guardians, students (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 chief school administrator. The advisory committee shall be responsible for reviewing the instructional program and all materials to be used, and through the chief school administrator, for recommending them for board adoption.

The chief school administrator 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.

Upon request, the HIV education curriculum will be made available to parents/guardians for their review. The chief school administrator will establish procedures whereby students whose parents/guardians present to the principal a signed statement that a designated part of the instruction is in conflict with his or 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 student is excused from part or the entire program. The alternative educational opportunity will include topics that do not conflict with the beliefs of the parents/guardians but fall within the same subject area as the program from which the student is excused (i.e., comprehensive health education). There shall be no loss of class credit or credit toward graduation from such an exemption.

The chief school administrator 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 alone, upon the recommendation of the chief school administrator, 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: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

HIV PREVENTION EDUCATION (continued)

AIDS, HIV Prevention Education

<u>Legal References:</u> <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:35-4.7	Parents statement of conflict with conscience
<u>N.J.S.A.</u> 18A:35-4.19 through-4.22	<u>AIDS Prevention Act of 1999</u>
<u>N.J.S.A.</u> 26:5c-1 <u>et seq.</u>	Acquired Immune Deficiency Syndrome
<u>N.J.A.C.</u> 6A:8-3.1(d)	Curriculum and instruction
<u>N.J.A.C.</u> 6A:16-2.1(a)7	Health services policy and procedural requirements
<u>N.J.A.C.</u> 8:61-1.1 <u>et seq.</u>	Participation and Attendance at School by Individuals with HIV Infection
<u>N.J.A.C.</u> 12:100-4.2	Safety and Health Standards for Public Employees (Adoption by reference)

29 CFR 19910.1030 - Bloodborne Pathogens StandardNo 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**

<u>Cross References:</u> *1220	<u>Ad Hoc</u> Advisory Committees
*4131/4131.1	Staff Development; In-Service Education/Visitations/Conferences
*5124	Reporting to Parents/Guardians
*5131.6	Drugs, Alcohol, Steroids, 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 chief school administrator shall oversee development of curriculum guides for every course and area of study for every grade level in the school. 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 New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy).

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 followed.

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

Because curriculum guides are the means of implementing instruction in courses adopted by the Montague Township Board of Education as the curriculum of the district, the board shall approve any new curriculum guides or any revisions to existing guides before they are put into effect.

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Readopted:

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

Possible

Cross References: *6122 Articulation
*6140 Curriculum Adoption
*6141 Curriculum Design/Development
*6142 Subject Fields
*6142.2 English as a Second Language and Bilingual Programs
*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 that specify what students should know, or be able to do, at the completion of that lesson. Lesson plans should be prepared in enough detail and 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 or she should list these materials in the lesson plan.

The principal shall check lesson plans on a regular basis.

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Readopted:

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

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.

CONTROVERSIAL ISSUES

Free discussion of controversial issues—political, economic, social—shall be encouraged in the classroom whenever appropriate for the level of the group.

Issues may be considered controversial which arouse strong reactions, based either on personal conviction or allegiance to a group. School treatment of controversial issues shall be designed to instruct students in fair and objective study techniques. The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timeliness of the question, the maturity and needs of the students, and the purposes of the school. 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 that should be taught authoritatively to the students.

Students 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.

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

The principal shall have the authority to limit or suspend discussion of controversial issues pending a review of the issue and materials. Instructional materials not previously approved must be reviewed by the principal before being introduced into the classroom.

Adopted: October 22, 2008

NJSBA Review/Update: September 2015

Readopted:

Key Words

Controversial Issues, Curriculum, Instructional Materials, Censorship

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

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

Tenure Hearing of William Lee Johnson, Clearview Regional School District, 79 S.L.D. 267; 79 S.L.D. 273 aff'd with deletion of paragraph

Garcetti v. Ceballos 2006 U.S. LEXIS 4341(May 2006)

Possible

Cross References: *1312 Complaints and Inquiries
5145 Rights

CONTROVERSIAL ISSUES (continued)

- *6115 Ceremonies and Observances
- *6141.2 Recognition of Religious Beliefs and Customs
- *6145.3 Publications
- *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.

EXTRACURRICULAR ACTIVITIES

The Montague Township Board of Education 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 students that can lead to extension of career opportunities;
- B. To develop student initiative and provide for the exercise of responsibility;
- C. To develop leadership capabilities and good organizational skills;
- D. To aid students in the development of social skills;
- E. To enable students 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 do not count toward graduation. Such activities shall generally be conducted outside the regular school day; be available to students who voluntarily elect to participate; be marked by student participation in the processes of initiation, planning, organization, and execution; and shall ordinarily include bands, 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 chief school administrator shall prepare procedures to implement an extracurricular program which shall:

- A. Assess the needs and interests of the students of the district;
- B. Ensure the provision of competent guidance and supervision by staff;
- C. Guard against the exploitation of students;
- 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 students and that all students are fully informed of the opportunities open to them.

The guidance goal for each student shall be a balanced program of appropriate academic studies and activities, to be determined by the school, the student's parents/guardians, and the student. 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 students 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.

EXTRACURRICULAR ACTIVITIES (continued)

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 chief school administrator. Fundraising activities of extracurricular groups must also be approved by the board.

All students 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, familial status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, nationality, pregnancy, or socioeconomic status (see policy 6121 Nondiscrimination/Affirmative Action).

Good Disciplinary Standing

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

- A. When a student already participating in an extracurricular activity is reported for an infraction of the rules for student conduct, the principal shall appoint a staff committee to consider whether the student shall be removed from any or all extracurricular activities.
- B. If a student was in bad disciplinary standing the previous term, the principal shall refer the matter to a staff committee to determine whether the student 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 means successful completion of the previous year's requirements, with no failures. Continuing good academic standing requires maintenance of passing grades in all subjects during the current year.

A student who begins the year not in good academic standing, who maintains a passing grade in every subject and a minimum average grade of _____, may request consideration to participate in extracurricular activities at the beginning of the third marking period.

Attendance

The district's attendance policy shall also apply.

Implementation

The chief school administrator shall direct the development of detailed regulations to ensure equitable implementation of this policy. Particular care shall be taken to ensure that all extracurricular programs and their operation comply with district equity requirements..

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Extracurricular Activities, Cocurricular Activities, Student Activities, Student 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

EXTRACURRICULAR ACTIVITIES (continued)

	activities; membership; rules and regulations; appeals
<u>N.J.S.A.</u> 18A:19-14	Funds derived from student activities
<u>N.J.S.A.</u> 18A:35-20	Participation in courses in which verbalization unessential to understanding of subject matter; location of and children in bilingual programs
<u>N.J.S.A.</u> 18A:42-5, -6	Certain student organizations declared harmful ...
<u>N.J.S.A.</u> 34:13A-1 <u>et seq.</u>	<u>New Jersey Employer-Employee Relations Act</u>
<u>N.J.A.C.</u> 6A:7-1.1 <u>et seq.</u>	Managing for Equality and Equity in Education
<u>N.J.A.C.</u> 6A:8-3.2	Career education and counseling
<u>N.J.A.C.</u> 6A:9B-5.18	Athletics personnel
<u>N.J.A.C.</u> 6A:16-2.2	Required health services
<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:32-9.1 <u>et seq.</u>	Athletics Procedures

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

Possible

<u>Cross References:</u>	1210	Community Organizations
	*1322	Contests for Students
	*2224	Nondiscrimination/Affirmative Action
	*3453	School Activity Funds
	*5113	Attendance, Absences, and Excuses
	*5126	Awards for Achievement
	*5131	Conduct/Discipline
	*5136	Fundraising Activities
	5143	Insurance
	*5145.4	Equal Educational Opportunity
	*6010	Goals and Objectives
	*6121	Nondiscrimination/Affirmative Action
	*6142	Subject Fields
	6142.5	Travel and Exchange Programs
	*6142.12	Career and Technical 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

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

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

The Montague Township Board of Education 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 and artistic expression can provide students with valuable experiences and opportunities. In this district, the emphasis in any competition or artistic expression shall be on providing inclusion in 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 board shall approve all proposed interscholastic competitions, either by way of schedule or as discrete events, whichever is appropriate. The board must approve membership in any leagues, associations, and conferences, as well as any agreements with other schools for a series of games or events. Contests of any kind between and among district students shall be approved by the chief school administrator.

The board shall appoint coaches, advisors, physicians, and other necessary supervisory personnel upon recommendation of the chief school administrator. The chief school administrator shall also ensure that training programs and regulations are developed for all extracurricular athletic activities, and that all physical facilities involved in any competition in which the school takes part shall be adequate, safe, and sanitary.

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 students officially represent the district, and district expenditure to provide facilities and coaches.

Parent/Guardian Consent

No student may participate in a school-sponsored physical or artistic activity outside the general 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

Attendance standards shall be those set in policy 5113 Attendance, Absences, and Excuses. In particular, a student shall not participate in a performance, exhibition, practice, or athletic event unless he or she has been present in school that day or has been absent for an excused reason other than sickness.

Disciplinary Standards

Disciplinary standards are based on policies 5114 Suspension and Expulsion and 5131 Conduct/Discipline. Students on disciplinary probation or serving a detention or suspension may not practice, perform, or compete. The chief school administrator and the principal shall decide at the end of a probation or suspension whether the student may return to practice and competition.

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

Special Education Students

To participate in interscholastic competition, special education students must meet the same requirements listed above and the physical eligibility requirements. Reasonable modifications must be provided to each qualified student seeking to participate in an extracurricular activity. However, a modification may be denied if, based on an individualized assessment, the modification presents an objective health or safety risk to the student or to others, or where the modification would result in a fundamental alteration to the nature of the program. A fundamental alteration is a modification that provides an objective advantage or disadvantage or requires a change in the rules of competition.

Physical Eligibility

All students in grades 6-8 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 policy 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 New Jersey 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.

The parents/guardians shall be sent written notification signed by the examining physician testifying to the student's physical fitness to participate in athletics. The reason for the physician's disapproval of the student'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 chief school administrator 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 student 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 student to participate in athletics shall include, as a minimum, the following:

- A. A medical history questionnaire, completed by the parent/guardian of the student, to determine if the student:
 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.

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

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 testes, 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 may cover each participant in an extracurricular activity with insurance coverage in consultation with the current insurance carrier.

Parents/guardians shall be strongly encouraged to participate in the supplemental student accident insurance program offered by the board.

Pamphlet on Sudden Cardiac Arrest

Once each school year, the chief school administrator (or his or her designee) shall distribute to parents/guardians of students participating in school sports the New Jersey Department of Education's pamphlet on sudden cardiac death. The pamphlet includes a description of early warning signs and privately available screening options.

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 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 pregame 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

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

demonstrating self-control and dignity at all athletic events.

Unsportsmanlike behavior as exhibited through verbal abuse, rude gestures, taunts, obscenities, thrown objects, and so on, 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 chief school administrator shall prepare regulations on good sportsmanship and ensure their dissemination to students, parents/guardians, and the community.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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; “youth sports event” defined...
- 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:40-41 Pamphlet on sudden cardiac death
- 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 students authorized
- N.J.A.C. 6A:7-1.4 Responsibilities of the district board of education
- N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
- N.J.A.C. 6A:9B-5.18 Athletics personnel
- N.J.A.C. 6A:16-2.1 et seq. General Provisions for School Health Services
- See particularly:
- 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:32-9.1(c), -9.1(d), -9.1(f)
- 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
- 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)

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

NJSIAA Constitution, Bylaws, Rules and Regulations

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

<u>Cross References:</u>	*1322	Contests for Students
	*3250	Income from Fees, Fines, and Charges
	*3453	School Activity Funds
	3530	Insurance Management
	*3541.31	Privately Owned Vehicles
	*5114	Suspension and Expulsion
	*5125	Student Records
	*5126	Awards for Achievement
	*5131	Conduct/Discipline
	*5131.1	Harassment, Intimidation, and Bullying
	*5141.1	Accidents
	*5141.3	Health Examinations and Immunizations
	*5141.8	Sports-Related Concussion or Other Head Injury
	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.

Policy

PUBLICATIONS

The Montague Township Board of Education sponsors student publications as important elements of the instructional program. Students 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 students 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 reserves the right to exercise prepublication control over school-sponsored publications through administrative staff and faculty. Students shall have the right to appeal the exercise of censorship by district staff to the board.

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

Students 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 district's high standards for 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 chief school administrator. The regulations shall:

- A. Identify district staff responsible for student publications;
- B. Establish procedures for prepublication review; and
- C. Specify procedures for appeal by students to the board with provisions for prompt decisions to be made at each level.

Websites

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

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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

PUBLICATIONS (continued)

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
* 1140 Distribution of Materials by Students and Staff
*5145.5 Photographs of Students
*6142.10 Technology

*Indicates policy is included in the Critical Policy Reference Manual

Policy

PUBLIC PERFORMANCES AND EXHIBITIONS

The Montague Township Board of Education recognizes that public performances and exhibitions showcasing student accomplishments, skills, and endeavors can promote confidence and pride for individual students, families, the community, and the district. Teachers shall be encouraged to provide students for public performances when such performances contribute to the educational process and objectives of the class, grade, school, or district, and when they do not interfere unduly with the educational program.

Students or groups of students may not be authorized to participate in events that fall into any of the following classifications:

- A. Events that are for the purpose of private gain or for the advertising of any commercial project or product;
- B. Events sponsored by groups that exploit the school name and the names of school-sponsored groups or school equipment for commercial gain or other reasons;
- C. Events that are for the furtherance of any politically partisan interest in questionable cases, the matter shall be referred to the board);
- D. Events that put the district in the position of violating the separation between church and state.

Events that cause an undue amount of interference with the regular school program, place an undue financial burden on district financial or other resources, or that cause an excessive amount of absence due to rehearsal or preparation, may be prohibited as determined by the principal.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Pubic Performance, Student Performance, Exhibitions

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:42-2 School orchestra not to compete with civilian
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

Possible

Cross References: *5131 Conduct/Discipline
*6145 Extracurricular Activities
*6145.1/6145.2 Intramural Competition; Interscholastic Competition

*Indicates policy is included in the Critical Policy Reference Manual

GRADUATION REQUIREMENTS

In order to be graduated from grade 8 of the Montague Township School District, a student must:

- A. Meet both state and district proficiency standards in the New Jersey Core Curriculum Content Standards content areas (which includes the Common Core State Standards content areas for mathematics and language arts and literacy); achieve or exceed a passing grade on the statewide proficiency assessment approved by the New Jersey Department of Education;
- 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 state curriculum standards approved by the New Jersey State Board of Education.

Successful completion means that the student 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.

The chief school administrator shall put into effect the procedures necessary to assess each student upon entry into the system, and, annually thereafter, to identify those students not meeting the state or district proficiency requirements, and he or she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

Basic Skills

Students who do not pass the state-approved proficiency assessment at each grade level shall be provided appropriate remediation.

Students with Limited English Proficiency

Students 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 Students

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

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

By June 30 of a disabled student's last year in the elementary program, the student's case manager, parent/guardian, and teacher(s) shall meet to review the instructional guide and basic plan of the student'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 student 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, along with the rationale for the exemptions. The exemptions must be approved in writing by the chief school administrator.

GRADUATION REQUIREMENTS (continued)

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 Department and opportunity for mediation or a due process hearing.

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

Adopted: October 22, 2008
 NJSBA Review/Update: September 2015
 Readopted:

Key Words

High School Graduation, Early Warning Test, HSPT, Graduation, Graduation Requirements, Option 2

<u>Legal References:</u>	<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
	<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-46	Review, update of the CCCS, Educational Adequacy Report
	<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:14-4.11	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:23A-9.5	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>	Programs and practices to support student achievement
	<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and Services

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

GRADUATION REQUIREMENTS (continued)

state assessment components)

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

Possible

<u>Cross References:</u>	*1120	Board of Education Meetings
	*5113	Attendance, Absences, and Excuses
	*5120	Assessment of Individual Needs
	*5127	Commencement Activities
	*6010	Goals and Objectives
	*6122	Articulation
	*6140	Curriculum Adoption
	6141.4	Independent Study
	*6142	Subject Fields
	*6142.2	English as a Second Language and Bilingual Programs
	*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.

Policy

PROMOTION/RETENTION

The Montague Township Board of Education 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 chief school administrator shall direct development of, and the board shall adopt, detailed regulations to govern the progress of students through levels K-8. 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 students 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 student's progress is not sufficient to meet promotion and remediation standards;
- E. Procedures for parents/guardians 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 student's normal progression from level to level. The final decision in all cases will rest with school authorities.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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 Student 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

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.

Possible

Cross References: *5113 Attendance, Absences, and Excuses
*5120 Assessment of Individual Needs

PROMOTION/RETENTION (continued)

- *5124 Reporting to Parents/Guardians
- *6142 Subject Fields
- *6142.2 English as a Second Language and Bilingual Programs
- *6143 Curriculum Guides
- *6145 Extracurricular Activities
- *6146 Graduation Requirements
- *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.

Policy

STANDARDS OF PROFICIENCY

The chief school administrator, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses, and programs offered by the district. The criteria, indicators, and standards must be related to district goals and objectives. Parents/guardians shall be informed in a timely manner whenever their child appears in danger of failing to meet required proficiency levels. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy) identified by the New Jersey State Department of Education, and shall form the basis for the district's grading system.

By the date required by law, the chief school administrator shall annually report to the Montague Township Board of Education and the community at a regularly scheduled meeting an evaluation of student achievement toward meeting district and school goals and objectives.

Low student achievement shall be regarded by the board as an indication that revisions are needed in educational programming, general strategy, staff resource use, staff evaluation, and/or other aspects of the learning program.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Proficiencies, Standards of Proficiency

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:7E-2 through -5	School report card program
	<u>N.J.S.A.</u> 18A:7F-46	Review, update of the CCCS, Educational Adequacy Report
	<u>N.J.S.A.</u> 18A:35-4.9	Student promotion and remediation; policies and procedures
	<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:8-1.1, -1.3,-2.1, -4.1, -4.4, -5.1	
	<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:23A-9.5	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

STANDARDS OF PROFICIENCY (continued)

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.

Possible

<u>Cross References:</u>	*1120	Board of Education Meetings
	*5113	Attendance, Absences, and Excuses
	*5120	Assessment of Individual Needs
	*5124	Reporting to Parents/Guardians
	*5125	Student Records
	*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.

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

The chief school administrator, in consultation with the teaching staff, shall develop a marking system to be used uniformly in the same grade level throughout the school. The system should be clear, easily understood by parents/guardians and students, 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 student's progress toward established goals, and shall be a factor in promotion/graduation decisions.

The Montague Township Board of Education encourages certified staff, under the direction of the chief school administrator, to employ a comprehensive approach to the use of appraisal and evaluative techniques in monitoring student 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 student records, and medical examinations. Recognized standardized achievement tests may also be used in grades designated by the board.

The chief school administrator shall have the right to review disputed grades and with board approval to adjust them.

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 students in achieving the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy);
- B. Measure the needs and progress of individual students;
- C. Measure the achievement of grade levels;
- D. Allow comparison of district students 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 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, gender identity or expression, affectional or sexual orientation, ancestry, national origin, nationality, disability, marital status, familial status, pregnancy or social or economic status (see policy 6121 Nondiscrimination/Affirmative Action).

Any requests for surveys, student observations, or student questionnaires must be forwarded through the principal's office to the chief school administrator's office for approval before any such survey, observation, or questionnaire can be conducted. If the survey concerns any of the topics described in statute, the chief school administrator shall obtain written consent from parents/guardians or the students being surveyed at least two

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)

weeks prior to its administration (see policy 6162.5 Research).

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 chief school administrator shall develop procedures for determining class ranking that take records of transfer students into account.

Adopted: October 22, 2008
 NJSBA Review/Update: September 2015
 Readopted:

Key Words

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

Legal References: N.J.S.A. 18A:7C-3, -4, -6, -6.2 Remedial instruction for students not meeting graduation standards
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:35-4.9 Student promotion and remediation, policies and procedures
N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:7-1.7 Equality in school and classroom practice
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments
See particularly:
N.J.A.C. 6A:8-1.3, -4.1, -5.1
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:32-7.1 Student Records

34 CFR 98 - Protection of Student 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

Possible

Cross References: *1000/1010 Concepts and roles in Community Relations; Goals and Objectives
 *1120 Board of Education Meetings
 *5113 Attendance, Absences, and Excuses
 *5120 Assessment of Individual Needs
 *5124 Reporting to Parents/Guardians
 *5125 Student Records
 *5141.3 Health Examinations and Immunizations
 *6121 Nondiscrimination/Affirmative Action
 *6142.6 Basic Skills
 *6146 Graduation Requirements
 *6146.2 Promotion/Retention

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)

*6147	Standards of Proficiency
*6162.5	Research

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

Regulation

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE:
GRADING SYSTEM

Purpose of Grading

- A. The purpose of grading is to assist students in the process of learning. All grading systems will be subject to continual review and revision to that end.
- B. It is the teachers' responsibility to determine/create assessments that reflect district initiatives and are directly related to the curriculum and New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy).
- C. The collection of activities that are chosen to be graded within a marking period should give students the opportunity to show understanding of the concepts taught:
 - 1. Not all assessments need to be announced;
 - 2. Grades are private and should not be announced or displayed.
- D. Grades acknowledge a student's demonstrated proficiency in the state curriculum standards and locally established learning goals and objectives, including but not limited to:
 - 1. Active participation in and attention to daily lessons;
 - 2. Frequent contribution to discussions;
 - 3. Prompt, thorough, accurate, and neat preparation of assignments;
 - 4. Thorough preparation and performance on tests and assessments;
 - 5. Eagerness to learn and an inquisitive approach to lessons;
 - 6. Attention to the need for proper materials;
 - 7. Cooperation with the teacher's efforts;
 - 8. Willingness to work to the best of his or her ability and to do more than the minimum expected.

Preparation for Grading

- A. Each student must be informed of the behavior and achievements expected of him or her at the outset of each course of study or unit of study.
- B. Each student must be kept informed of his or her progress during the course of a unit of study. Students who so request are entitled to see the grades resulting from their performance during the grading period.
- C. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the students.
- D. Students should be encouraged to evaluate their own achievements.
- E. The process of review and revision will involve teaching staff members, parents/guardians, and as appropriate, students.

Grading Periods

- A. Grades will be awarded at the end of each of four marking periods in every school year for grades 1 through 8.
- B. Kindergarten students are not given report cards for the first marking period; student progress is

GRADING SYSTEM (regulation continued)

discussed at parent/guardian-teacher conferences.

- C. Students will be given a final grade in each subject at the end of the school year.
- D. Grades will be recorded on report cards for parent/guardian notification according to policy and regulation 5124 Reporting to Parents/Guardians.

Basis for Grading

The teacher responsible for assigning a grade should take into consideration the student's:

- A. Completion of written assignments prepared in the classroom or elsewhere.
- B. Oral contributions in class, including discussion responses, observations, panel participation, presentations, initiation of topics.
- C. Performance on oral and written tests and quizzes.
- D. Research into standard references and other background materials.
- E. Oral and written reports on materials read by the student.
- F. Laboratory work.
- G. Term papers.
- H. Special oral or written reports.
- I. Other evidence of the student's constructive efforts and achievements in learning.

Meaning of Grades

Montague Elementary School adheres to the following grading scales:

A. Grades K-2 Scale:

- 1. A = 93.00-100.00
- 2. B = 85.00 - 92.99
- 3. C = 75.00 -84.99
- 4. D = 70.00 -74.99
- 5. F = 0.00 – 69.99

B. Grades K-2 Efforts Legend Scale:

- 1. S = Satisfactory
- 2. N = Needs Improvement
- 3. U = Unsatisfactory
- 4. P = Pass
- 5. F = Fail

C. Grades 3-8 Scale:

- 1. A = 93.00-100.00
- 2. B = 85.00 - 92.99
- 3. C = 75.00 -84.99
- 4. D = 70.00 -74.99
- 5. F = 0.00 – 69.99

GRADING SYSTEM (regulation continued)

D. Grades 3-8 Efforts Legend Scale:

1. N = Needs Improvement
2. Asterisk (*) = Area of Concern
3. Blank Space = Satisfactory Progress

E. A grade of "incomplete" will be given to those students unable to complete the work assigned to the course for reasons beyond the student's control, such as the student's disability:

1. A teacher who submits a grade of incomplete will accompany the grade with a reasonable estimate of the amount of time the student will require to complete the work necessary for the granting of credit.
2. Except as may be required by unusual circumstances, makeup work should be completed within two weeks of the end of the marking period or, if the student is disabled at the end of the marking period, two weeks after the student's return to school.
3. The student's completed work will be graded and the teacher will submit a grade, which will replace the incomplete grade on the student's transcript.

Grade Validation

In order that he or she may justify a grade, each teacher is directed to retain in his or her possession the following records to validate grades awarded to students. The records should be kept for a minimum of six years after the end of the school year in which the grades were awarded:

- A. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;
- B. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;
- C. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;
- D. Any notation of discussions with the student on a grade or the student's cumulative grade average;
- E. Any referrals for guidance, discipline, and the like;
- F. Any notations recording communications between the teacher and the parents/guardians, principal, or other teaching staff members.

Appeal

- A. Each teacher is responsible for the determination of the grade a student receives for participation in the teacher's course of study;
- B. Each teacher may be required to furnish reasons, supported by evidence to substantiate any grade earned;
- C. If a grade is challenged by a student or a parent/guardian, the teacher will convene a conference and will explain the grading system and the reasons for the final grade;
- D. If the parent/guardian or student is not satisfied by the teacher's explanation, he or she may appeal the grade to the principal, who will consult with the teacher and the student in an attempt to resolve the dispute. The principal will give every reasonable deference to the teacher's professional judgment;
- E. If the principal in consultation with the teacher determines that the grade should be changed, he or she will alter the grade on all records and indicate by whose authority the grade has been changed;
- F. No reprisals will be taken in any form against a teacher who remains determined in his or her belief that

GRADING SYSTEM (regulation continued)

the grade originally given is fair and correct;

- G. The chief school administrator may hear an appeal from the principal's determination. Only in the most extraordinary circumstances will the chief school administrator alter a grade determined at the school level.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Policy

CLASS SIZE

The chief school administrator shall recommend for approval by the Montague Township Board of Education the number of class sections for each course or grade level. He or 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 space-per-student requirements of the New Jersey Department of Education.

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Readopted:

Key Words

Class Size, Space-per-student Requirements

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:8-2.1	Authority for educational goals and standards
	<u>N.J.A.C.</u> 6A:14-4.7	Program criteria: special class programs, secondary and vocational rehabilitation
	<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:26-2.1 <u>et seq.</u>	Long-Range Facilities Plans
	<u>N.J.A.C.</u> 6A:32-8.2	School enrollment
	<u>N.J.A.C.</u> 6A:32-8.3	School attendance

Possible

<u>Cross References:</u>	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

HOMEWORK/MAKEUP WORK

The Montague Township Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen, or reinforce the student'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.

Students 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.

Students 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.

Makeup Work: Vacations

Extended or cumulative absence from school for other than illness does not remove the student's responsibility for making up the required work, or excuse them from any test or other grade that is necessary for the successful completion of the marking period.

Attendance at school is considered to be an important component for both academic and social success. It is expected that arrangements for extended vacations be made in concert with the school calendar.

Parents/guardians can request work after two days of absence; a general outline of missed assignments will be provided. Student makeup work will be delivered to the central office by 3:15 p.m. on the following day for parent/guardian pickup.

Parents/guardians should provide the office with a note explaining reasons for the absence and the length of time involved at least three days prior to the absence. Exceptions to the three-day rule will be strictly at the discretion of the classroom teacher.

Any work not made up within the proper time period will become a zero and will be factored into the marking period grade.

Incompletes

When a student does not complete work missed for absence or other reasons, he or she will receive an "incomplete" for the marking period. Students will be given two weeks following the end of the marking period to make up the missed work.

If work critical to the student'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 gives an incomplete is responsible for reporting to the student the work he or she is missed and for citing the consequences mentioned above.

Adopted: October 22, 2008

HOMEWORK/MAKEUP WORK (continued)

NJSBA Review/Update: September 2015
Readopted:

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 students 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

Cross References: *1322 Contests for Students
*5020 Role of Parents/Guardians
*5113 Attendance, Absences, and Excuses
*5124 Reporting to Parents/Guardians
*6145 Extracurricular Activities

6174 Summer School

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

Policy

INSTRUCTIONAL PLANNING/SCHEDULING

The chief school administrator and staff shall keep abreast of developing technologies and teaching methodologies, investigating those likely to be of benefit to district students, and recommending them for consideration by the Montague Township Board of Education.

The board recognizes that district students vary in learning styles and in ability. Therefore, the chief school administrator shall ensure that teaching staff adapt their instructional methods and arrangements to meet identified student needs and encourage maximum individual progress.

The chief school administrator shall ensure that district personnel, time, and facilities are used in such a way as to provide the most favorable learning environment for all students, thus fostering achievement of district goals, objectives, and standards.

Because the board believes that students can learn better and faster when the skills learned in one discipline are integrated into another, cross-disciplinary 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, and others. The board also encourages programs that call on skill levels of multiple grades in one discipline, such as musical presentations, science fairs, and other similar efforts.

Every effort should be made to further district nondiscrimination/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 Students

Required instructional services shall be delivered to nonpublic school students in facilities that are acceptable and convenient to staff and students.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Instructional Planning, Instructional Scheduling, Scheduling

Legal References: N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.S.A. 18A:46-19.5 Services to students in nonpublic schools
N.J.S.A. 18A:46A-5 Consent of parent or guardian; location
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:15-1.1 et seq. 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)

INSTRUCTIONAL PLANNING/SCHEDULING (continued)

Possible

<u>Cross References:</u>	*2224	Nondiscrimination/Affirmative Action
	*4113/4213	Assignment; Transfer
	*5145.4	Equal Educational Opportunity
	*5200	Nonpublic School Students
	*6010	Goals and Objectives
	*6142.2	English as a Second Language and Bilingual Programs
	*6151	Class Size
	*6171.2	Gifted and Talented
	*6171.4	Special Education

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

INSTRUCTIONAL SERVICES AND RESOURCES

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

To be in compliance with the requirements of federal law, the board directs the chief school administrator to distribute curriculum materials and instructional supplies to the school in such a way that equivalence of such materials is ensured among classes. Staff assignments shall comply with this directive.

When the 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 chief school administrator shall make necessary purchases of materials and equipment to carry out the educational program. The chief school administrator shall consult with the necessary representatives from the faculty and information technology staff in making decisions regarding the selection and purchase of educational materials and equipment. All purchases will be approved by the board.

Teachers or other staff members who purchase supplies or equipment without appropriate approval will be held accountable for it, and the costs of such supplies or equipment will not be underwritten by the board.

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 students will be supplied with these resources.

The media resource center and media specialist shall provide a variety of educational resources including internet resources to the students. The media specialist shall work closely with teachers in selecting and using learning resources.

The school program will incorporate current and emerging technologies in the educational program. Technology shall be utilized to support student achievement of the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy).

Copyright

The board encourages teaching staff members to make judicious use of appropriate printed materials, sound recording, televised programs, and computer software in the curriculum but recognizes. Teachers shall be aware that federal law protects the originators of copyrighted materials from the unauthorized use of their copyrighted works. The use of school equipment for the illegal reproduction of copyrighted materials is prohibited.

In order to define the "fair and reasonable" standard that teaching staff members may make of copyrighted works for educational purposes without the permission of the copyright owner, and to reduce the risk of copyright infringement, the chief school administrator oversee the development of guidelines regarding the copying and distribution of copyrighted materials for instructional purposes.

Computer software may be reproduced only for archival purposes or when copying is an essential step in the utilization of the program. Computer software should be purchased in sufficient quantity to permit its

INSTRUCTIONAL SERVICES AND RESOURCES (continued)

classroom use without simultaneous loading. Where appropriate, the chief school administrator shall seek a licensing agreement with the software publisher that permits the reproduction of software, the simultaneous use of software, and the purchase of multiple copies of software at discount prices.

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

Adopted: October 22, 2008
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Readopted:

Key Words

Instructional Services, Instructional Resources, Supplies, Materials, Books, Equipment

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

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

Possible

Cross References: *3220/3230 State Funds; Federal Funds
*4113/4213 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.

Policy

GUIDELINES FOR EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

The Montague Township Board of Education believes that textbooks and instructional materials should support and enrich the curriculum and make possible the achievement of the district's instructional goals. The chief school administrator shall develop procedures for continual review of new texts being offered and evaluation of those already in use to ensure that the textbooks and instructional materials used in the 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 nondiscrimination/affirmative action/equity policies, which prohibit the teaching or encouragement of bias based on any categories listed in law or board policy?
- B. Does the material help students develop abilities in critical reading and thinking?
- C. Does the material provide effective basic or advanced education for the students 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 chief school administrator 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 student 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 board policy 6161.2 Complaints Regarding Instructional Materials.

Animal Dissection

Animal dissection is not required and alternative education shall be provided. The board, by law, will allow students 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 student from kindergarten through grade 12 may refuse to dissect, vivisect, 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.

**GUIDELINES FOR EVALUATION AND SELECTION
OF INSTRUCTIONAL MATERIALS** (continued)

2. "Animal" means any living organism that is an invertebrate, or is in the phylum chordate, 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 students and their parents/guardians at the beginning of each school year of the right to decline to participate in the activities enumerated in this section and shall authorize parents/guardians to assert the right of their children to refuse to participate in these activities. Within two weeks of the receipt of the notice, such students and parents/guardians shall notify the school if the right to decline participation in the enumerated activities will be exercised.
- D. Any student 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 student with the factual knowledge, information, or experience required by the course of study. A student may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal or animal parts.
- E. A student 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: October 22, 2008
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 Readopted:

Key Words

Evaluation, Instructional Materials, Selection of Instructional Materials, Evaluation of Instructional Materials

<u>Legal References:</u> <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:33-1	District to furnish suitable facilities; adoption of courses of study
<u>N.J.S.A.</u> 18A:34-1	Textbooks; selection; furnished free with supplies; appropriations
<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and Courses
<u>N.J.S.A.</u> 18A:35-4.25	Districts to provide an alternate to dissection
<u>N.J.A.C.</u> 6A:7-1.4	Responsibilities of the district board of education
<u>N.J.A.C.</u> 6A:23A-20.4 <u>et seq.</u>	Ownership and storage of textbooks
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts

Comprehensive Equity Plan, State Department of Education

Possible

<u>Cross References:</u> *1312	Complaints and Inquiries
*2224	Nondiscrimination/Affirmative Action
*5145.4	Equal Educational Opportunity
*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.

COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS

The Montague Township Board of Education 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 chief school administrator 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 shall be submitted in writing;
- B. Whenever possible the process be initiated and solved at the lowest effective level;
- C. District response is 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: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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: 1210 Community Organizations
*1312 Complaints and Inquiries
*6144 Controversial Issues
*6161.1 Guidelines for Evaluation and Selection of Instructional Materials

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

Policy

COMMUNITY RESOURCES

The Montague Township Board of Education 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 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 chief school administrator 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 district students. Student 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: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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:30-1.1 et seq. Evaluation of the Performance of 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, Steroids, Tobacco (Substance Abuse)
*6142.1 Family Life Education
*6142.2 English as a Second Language and Bilingual Programs
*6142.13 HIV Prevention Education
* Tutoring
6164.6 Gifted and Talented
*6171.2

COMMUNITY RESOURCES (continued)

- *6171.3 At-Risk and Title 1
- *6171.4 Special Education

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

Policy

RESEARCH

The Montague Township 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 before any survey is administered, 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, antisocial, 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 parents/guardians; 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 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's participation in the survey, the child shall be allowed to opt out.

Prior approval of the chief school administrator is required for all other surveys on topics not listed. Anyone seeking approval of a proposed survey must provide the chief school administrator with details of the survey methodology and 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 chief school administrator 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

RESEARCH (continued)

informed of specific or approximate dates, if known, when surveys may be administered.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Student Privacy, Research, Surveys

Legal References: N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students

20 U.S.C.A. 1232g – Family Educational Rights and Privacy Act

20 U.S.C.A. 1232h – Protection of Student Rights Amendment

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

In re: Application of Charles V. Reilly, Robert A. Hutton and Sean Reilly to Contest the Validity of the Enactment of Assembly Bill 3359 (P.L. 2001, c. 364), Superior Court of New Jersey, Appellate Division, Docket No. A-0163-02T2, 2003 N.J. Super. Lexis 376

Possible

<u>Cross References:</u>	*1140	Distribution of Materials by Students and Staff
	1314	Solicitation and Fundraising by Outside Organizations
	*5020	Role of Parents/Guardians
	*5124	Reporting to Parents/Guardians
	*5125	Student Records
	*5141.3	Health Examinations and Immunizations
	*6147.1	Evaluation of Individual Student Performance

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

Regulation

RESEARCH

The chief school administrator shall review and approve all applications for research projects.

- A. A written application shall be submitted to the chief school administrator and shall include:
 - 1. The persons who will conduct the research project and their relevant affiliations;
 - 2. The purpose of the research;
 - 3. The specific ways in which students will be involved;
 - 4. The estimated duration of the project;
 - 5. A comprehensive list of any possible benefits to students or to the school district.
- B. Approval will be granted only to those projects that will serve the interests of students and the educational program;
- C. Approval will not be granted to projects that will impede or significantly disrupt the instructional program approved by the board;
- D. Students shall not be exploited for the benefit of any individual group or organization.

The chief school administrator shall report on and recommend all approved research projects at a regular meeting of the board. The board shall review and approve all research projects prior to administration.

Administration of Research Instruments

The chief school administrator shall obtain prior written consent from parents/guardians or emancipated students, for each research project before any survey, analysis, or evaluation is administered, if the research 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, antisocial, 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).

Parent/Guardian Notification and Consent

RESEARCH (regulation continued)

- A. Parents/guardians shall receive written notice of a pending survey at least two weeks prior to the administration of that survey. Surveys will be available for review in the schools, the district office, and on the district website at that time.
- B. Participation in the survey will require written parent/guardian consent. The written consent must be received at least 3 days prior to the administration of the survey.
- C. Surveys shall not require any student identification, and results will be released only in aggregated form to prevent student identification.

Participation in research projects shall be voluntary and anonymous:

- A. There will be clear written communication from the district to parents/guardians on how they may exercise their right not to have their children participate;
- B. Students will be informed of the voluntary and anonymous nature of the survey/research and instructed by the principal on procedures for not participating;
- C. All material in connection with the survey shall be made available in advance for inspection by the parents/guardians of the students.

The results of the research must be made available to the district and filed with the chief school administrator.

Any staff member found violating this policy will be subject to disciplinary action.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Policy

MEDIA CENTER/LIBRARY

The district media center shall contain a wide range of materials on all levels of difficulty, appealing to diverse tastes, and presenting different points of view. Every student shall have access to a media collection containing materials appropriate to age level, interests, and courses of study.

The chief school administrator has final responsibility for the selection of media center materials by professionally trained personnel, including media specialists, teachers, principals, and supervisors. Requests from faculty and students 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, as well as specialists from all departments and/or all grade levels.

In addition to standard book materials, the Montague Township Board of Education shall provide for the use of a wide variety of audiovisual materials and equipment to enhance the curriculum.

The media center shall offer a continuous program of instruction in library and study skills, preparing students for independent use of learning resources and for development of reading, listening, and viewing abilities and tastes.

The chief school administrator shall develop and present for board approval a media center/library program to provide necessary space, personnel, and material to implement this policy.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Library, Media Center, Audiovisual Materials

Legal References: N.J.A.C. 6A:9B-12.14 School library media specialist
N.J.A.C. 6A:9B-12.15 Associate school library media specialist

Board of Education Island Trees U.F.S.D. v. Pico, 457 U.S. 853 (1982)

Possible

Cross References: *1312 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

Domesticated animals may be brought into the classroom for educational purposes, which includes activities related to interest, handling experience, and enrichment, in addition to a purely academic, subject matter approach. All animals permitted in the school shall be supervised, maintained, and cared for in such a way as to ensure the safety of children and the wellbeing of the animal.

The principal shall approve all requests for live animals in classrooms. Guidelines as established by the American Humane Association, "Care and Management of Animal Visitors at School," shall be followed by classroom teachers wishing to have animals in the classroom. Animals are to be in good health.

Animals must be appropriately housed and humanely cared for and handled, according to the following guidelines:

- A. Only the teacher or students designated by the teacher are to handle the animals;
- B. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety;
- C. Teachers with questions regarding proper care, feeding, and handling of animals should contact the science resource teacher or the principal;
- D. The teacher must assume responsibility for the humane proper treatment of any animal in the classroom.

Permission to Bring Animals to School

Persons bringing animals into the school shall receive prior permission from the teacher and the principal:

- A. Teachers shall check with the school nurse regarding any known allergies existing among students in the classroom, prior to granting permission. If allergies exist, parents/guardians must be contacted for further direction;
- B. Teachers must be aware of any existing laws regulating sale, distribution, and handling of animals;
- C. Animals are not to be transported on a school bus;
- D. All experiments using live animals must have prior approval of the principal according to existing law;
- E. If an animal has bitten a staff member or student where skin has been pierced, the teacher must send the bitten individual to the school nurse and report the incident immediately to the school office:
 - 1. The principal shall be responsible for:
 - a. Notifying the public health authorities; and
 - b. Impounding the animal for observation.
 - 2. Public health authorities will determine the appropriate term of confinement of the animal and method of observation.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

LIVE ANIMALS IN THE CLASSROOM (continued)

Key Words

Animals, Animals in the Classroom

Possible

<u>Cross References:</u>	*5141	Student Health
	*5141.1	Accidents
	*5141.2	Illness
	*5141.21	Administration of Medication
	*5142	Student Safety
	*6010	Goals and Objectives
	*6140	Curriculum Adoption
	*6142	Subject Fields
	*6145	Extracurricular Activities

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

INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION STUDENTS

The Montague Township Board of Education shall provide a program of intervention and referral services for general education students who are experiencing personal, interpersonal, or academic difficulties to help them function productively and develop positively in the classroom environment.

The chief school administrator shall prepare procedures to:

- A. Identify learning, behavior, and health difficulties of students;
- B. Collect thorough information on the identified learning, behavior, and health difficulties;
- C. Identify the roles and responsibilities of building staff who participate in planning and providing an intervention and referral plan and services;
- D. Develop and implement action plans that 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 learning, behavior, and health difficulties;
- E. Provide support, guidance, and professional development to school staff who identify learning, behavior, and health difficulties, and who refer students 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 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 chief school administrator shall report to the board on their implementation.

Adopted: October 22, 2008

NJSBA Review/Update: September 2015

Readopted:

Key Words

INTERVENTION AND REFERRAL SERVICES FOR GENERAL
EDUCATION STUDENTS (continued)

Student Assistance Committee, Intervention and Referral Services for General Education Students

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 students in making informed and responsible decisions and in using effective decision-making processes. The guidance program shall be developed and coordinated by the chief school administrator in consultation with teaching staff members he or she has identified as possessing necessary skills and abilities, to help students 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 students 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 student's educational program. Such information shall include facts such as test scores, grades, and educational history. Student records may also include anecdotes, but shall not carry judgments, opinions, and other advice.

Students shall be encouraged to avail themselves of the help of the guidance department's personnel.

Guidance services shall include establishment of a referral system that guards the privacy of the student and monitors the efficacy of such referrals, when district resources are not sufficient, such as in drug or alcohol counseling.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Guidance Services

Legal References:	<u>N.J.S.A.</u> 18A:35-4.2	Career development program
	<u>N.J.S.A.</u> 18A:36-19	Student records; creation, maintenance and retention, security and access; regulations; nonliability
	<u>N.J.S.A.</u> 18A:36-19.1	Military recruiters; access to schools and student information directories
	<u>N.J.S.A.</u> 18A:38-36	Employment certificates to part-time students; revocation
	<u>N.J.S.A.</u> 18A:46-5.1	Basic child study team services; provision by boards of education and state operated programs
	<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:9B-12.2	Substance awareness coordinator
	<u>N.J.A.C.</u> 6A:9B-12.7	Director of school counseling services
	<u>N.J.A.C.</u> 6A:9B-12.8	School counselor
	<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

GUIDANCE SERVICES (continued)

N.J.A.C. 6A:32-7.1 et seq. Student Records
N.J.A.C. 6A:32-12.2 Guidance and counseling

Possible

Cross References: 5000 Concepts and Roles in Positive School Climate
*5020 Role of Parents/Guardians
*5113 Attendance, Absences, and excuses
*5114 Suspension and Expulsion
*5120 Assessment of Individual Needs
*5124 Reporting to parents/guardians
*5125 Student Records
*5131 Conduct/Discipline
*5131.1 Harassment, Intimidation, and Bullying
*5131.6 Drugs, Alcohol, Steroids, 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 Montague Township Board of Education shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The chief school administrator 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 students are necessary, the chief school administrator 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 student, shall also be involved.

Students who have been identified by any professional staff member, the parents/guardians of the child, a child welfare agency, or 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 student 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 Students

In addition to the educationally disabled, the child study team shall consider and recommend appropriate remedies and/or programs for students exhibiting disaffected behavior patterns. A survey of needs shall be conducted for each such student. 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 teaching staff in developing an appropriate program, including, if necessary, alternative programs.

Disruptive Students

All staff members shall be familiar with and implement the discipline policies and procedures adopted by this board. This implementation will identify the student who is disruptive. Staff members shall report the names of students who disrupt the educational program to the appropriate administrator, who shall initiate actions that will ensure the involvement of the student's family and the provision of counseling and assessment services, so as to determine the causes of the student'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 student 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 students whose continuing attendance interrupts the

CHILD STUDY TEAM (continued)

educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion.

Adopted: October 22, 2008
 NJSBA Review/Update: September 2015
 Readopted:

Key Words

Child Study Team, Referrals, 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:9B-12.5 School social worker
N.J.A.C. 6A:9B-12.6 Speech-language specialist
N.J.A.C. 6A:9B-12.7 Director of school counseling services
N.J.A.C. 6A:9B-12.8 School counselor
N.J.A.C. 6A:9B-12.9 School psychologist
N.J.A.C. 6A:9B-12.10 Learning disabilities teacher-consultant
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

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

Possible

Cross References: *4111 Recruitment, Selection, and Hiring
 *5114 Suspension and Expulsion
 *5120 Assessment of Individual Needs
 *5131 Conduct/Discipline
 *5200 Nonpublic School Students
 *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

TUTORING

When a pupil is experiencing academic difficulty, teachers shall make assistance available at times that do not interfere with the normal functioning of the class.

It is the primary duty of every teacher during the school year to provide formal and informal instruction and other educational services during the work day. However, there are pupils who may need and benefit from special tutoring beyond what the district can provide.

When teachers enter into such outside tutoring arrangements, ethical concerns including conflicts of interest arise, which should be balanced with the practical benefits to the pupils involved. No teacher is permitted to receive money for tutoring any pupil that he/she teaches or the child of another staff member upon whose evaluation or assignment he/she will be called upon to pass.

Any parent/guardian arranging tutoring for promotion or academic credit shall obtain the prior approval of the principal. The principal shall only approve tutors that are teachers certified in the grade of the student or subject area for which the tutoring is arranged. The chief school administrator upon the recommendation of the principal shall approve any applications for promotion or academic credit done during tutoring.

All costs of tutoring shall be the responsibility of the student and his or her parent/guardian.

Adopted: October 13, 2004
NJSBA Review/Update: June 2015
Readopted: August 12, 2015

Key Words

Tutoring, Student-Tutors

Legal References: N.J.S.A. 18A:11-1 General and mandatory powers
N.J.S.A. 18A:27-4 Power of boards of education to make rules governing employment of teachers, etc ;employment there under

Cross References: *4119.21/4219.21 Conflict of interest
*4138.2 Private tutoring
6171.1 Remedial instruction

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

Policy

SPECIAL INSTRUCTIONAL PROGRAMS

The regular curriculum of the district school is designed to accomplish the district's educational goals and objectives for a thorough and efficient system of education for all students.

When necessary, the regular program shall be altered or supplemented or other means used to provide for the identified needs of the following students:

- A. The classifiable educationally disabled;
- B. The gifted and talented;
- C. Those requiring compensatory or remedial programs;
- D. The disaffected and alienated;
- E. Pregnant students;
- F. Students requiring home instruction;
- G. The physically disabled;
- H. Those with limited English proficiency;
- I. The disruptive.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Special Instructional Programs

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:35-4.9 Student promotion and remediation; policies and procedures
N.J.S.A. 18A:35-15 through -26 Bilingual Education Programs
N.J.S.A. 18A:46-1 et seq. Classes and Facilities for Handicapped Children
N.J.S.A. 18A:46A-1 et seq. Auxiliary services
N.J.A.C. 6A:8-3.1 et seq. Implementation of the Core Curriculum Content Standards
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:15-1.1 et seq. Bilingual Education
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

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

Possible

SPECIAL INSTRUCTIONAL PROGRAMS (continued)

<u>Cross References:</u>	*6142.2	English as a Second Language and Bilingual Programs
	*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.

REMEDIAL INSTRUCTION

Students who perform below acceptable levels on statewide assessments of the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy) shall participate in remedial programs. Proficiency shall also be evaluated through multiskills assessment, standardized tests, diagnostic instruments, teacher observation, and student progress reports.

The programs shall include procedures to evaluate student achievement related to the remedial program objectives and standards. Continuous communication between teaching staff members and parents/guardians of students participating in remedial educational programs shall be coordinated by the chief school administrator. 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 student'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 Montague Township Board of Education as required by law.

The chief school administrator shall evaluate the remedial education programs each school year and report to the board as to their effectiveness in achieving and maintaining acceptable levels of student proficiency.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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 Student 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

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

REMEDIAL INSTRUCTION (continued)

- *6147 Standards of Proficiency
- *6171.3 At-Risk and Title 1

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

GIFTED AND TALENTED

The chief school administrator shall develop and the Montague Township Board of Education shall approve criteria for identifying all gifted and talented students in grades K-8. Gifted and talented students shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy). 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 chief school administrator shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

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

Adopted: October 22, 2008

NJSBA Review/Update: September 2015

Readopted:

Key Words

Gifted, Talented

Legal References:	<u>N.J.S.A.</u> 18A:35-4.15 through -4.16	Legislative findings and declarations; chess instruction for second-grade students 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
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts

GIFTED AND TALENTED (continued)

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 Montague Township School District shall comply with all state and federal requirements in developing, implementing, administering, and evaluating funded compensatory education programs and programs for students 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 students 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 Montague Township Board of Education.

The parents/guardians of all eligible children shall be invited to attend.

Mandated Policy Statements in Addition to Parent/Guardian Consultation

A. Comparability of Personnel

To be in compliance with the requirements of federal law the board of education of Montague Township (3300) directs the chief school administrator to assign teachers, administrators, and auxiliary personnel to the school in such a way that equivalence of personnel is ensured throughout the school.

B. Comparability of Materials and Supplies

To be in compliance with the requirements of federal law the board of education of Montague Township (3300) directs the chief school administrator to distribute curriculum materials and instructional supplies to the school in such a way that equivalence is ensured throughout the school.

C. Supplement Not Supplant

The Montague Township 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 students 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 of Montague Township will maintain a combined fiscal effort per student or aggregate expenditures of state and local funds with respect to the provision of public education for the preceding fiscal year that is not less than the required amount of the combined fiscal effort per student or

AT-RISK AND TITLE 1 (continued)

the aggregate expenditures for the second preceding fiscal year.

Eligibility for State and Federal Funds

The chief school administrator 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. Procurement, control, use, and disposition of equipment and supplies purchased with state and federal funds shall be in full compliance with the law.

General

The chief school administrator 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 that restrict or expand the district's use of state or federal funds.

Programs especially designed for migrant children shall be provided as necessary.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

State/Federal Funds, Federal Funds, Compensatory Instruction, Basic Skills, Maintenance of Effort, Supplement not Supplant, Comparability, At-Risk Students

- Legal References:** N.J.S.A. 18A:35-4.9 Student 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:30-1.1 et seq. Evaluation of the Performance of School Districts
42 U.S.C.A. 2000d - 2000d4 - Title VI of the Civil Rights Act of 1964
Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988, (Pub. L. No. 100-297) amending Elementary and Secondary Education Act of 1965.
No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Possible

- Cross References:** *3220/3230 State Funds; Federal Funds
*3514 Equipment
*5120 Assessment of Individual Needs
*5200 Nonpublic School Students
*6122 Articulation
*6141 Curriculum Design/Development
*6142.2 English as a Second Language and Bilingual Programs
*6142.6 Basic Skills
*6171.1 Remedial Instruction
*6171.4 Special Education

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

SPECIAL EDUCATION

In compliance with the New Jersey Department of Education interpretation of the administrative code on special education, the Montague Township Board of Education adopts the following policies on providing educational and related services to students identified as having educationally disabling conditions as defined in federal and state law.

- A. Exemption of educationally disabled students from the high school graduation requirements according to N.J.A.C. 6A:14-4.11

A disabled student must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his or her IEP. When a student has been exempted from any graduation requirement, his or her IEP shall address alternate requirements to be met. By the year specified in code, the board shall ensure that all students with disabilities participate in statewide assessments with appropriate accommodations or modifications, as determined by the student's IEP. If the nature of the student's disability is so severe that the student is not receiving instruction in any of the knowledge and skills measured by the statewide assessment and the student cannot complete any of the questions on the assessment in a subject area with or without accommodations, the student shall participate in a locally determined assessment of student progress.

By June 30 of a disabled student's last year in the elementary program, the student's case manager, parent/guardian, and teacher(s) shall meet to review the instructional guide and basic plan of the student'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 student 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 student who has not been exempted from the proficiencies or has performed below the state minimum level of student proficiency on one or more areas of the state-mandated high school proficiency test may participate in the alternative high school assessment (AHSA).

Educationally disabled students meeting the standards for graduation according to N.J.A.C. 6A:14-4.11 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 students

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 students on whose behalf the board must take public action. Motions concerning disabled students 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 students. This shall include the avoidance of public address announcements so designating students, any open identification of classrooms with signs so designating, or any item of open

SPECIAL EDUCATION (continued)

or general circulation, such as photographs, audio/videotapes, etc., that so designates an individual student or class. Student records shall be maintained in accordance with N.J.A.C. 6A:32-7.4.

- C. Compilation, maintenance, access to, and confidentiality of student 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 students shall be gathered, updated, maintained, stored, transferred, made accessible, and finally disposed of in accordance with the district policy 5125 on student 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 students;
2. Clerical and secretarial tasks related to such records shall be performed only under the supervision of appropriately certified staff.

As with all student 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 New Jersey State Board of Education regulations.

For the district's general policy and regulation on student records see policy 5125 Student Records, which deals with all requirements common to disabled and general student 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 STUDENT RECORDS SHOULD BE INCLUDED IN THE MATERIAL YOU SUBMIT TO THE COUNTY OFFICE.

- D. Identification, location and evaluation of potentially educationally disabled students, according to N.J.A.C. 6A:14-3.3

The chief school administrator shall prepare written procedures for identifying those students ages 3 through 21, including students 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 students 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.

Activities to undertaken to locate nonpublic school students with disabilities shall be comparable to activities undertaken to locate public school students with disabilities. In addition, the board shall consult with appropriate representatives of nonpublic students on how to carry out these activities.

The board shall ensure that all preschool students 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 or 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:

1. Criteria by which to identify the potentially disabled;
2. Using strategies identified through intervention and referral services (N.J.A.C. 6A:16-8);
3. Criteria for staff referral for evaluation of students;
4. Evaluation criteria for the determination of eligibility for special education and related services; and

SPECIAL EDUCATION (continued)

5. Require the participation of staff, parents/guardians, and appropriate agencies.

Evaluation and Determination of Eligibility

The evaluation process to determine a student'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. Parent/guardian 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 student is eligible for special education and related services when he or she has been identified as having one or more of the 14 categories of disability described in the administrative code, and the disability adversely affects the student'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 student 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 students

The board is responsible for providing a free and appropriate 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 or her referral to the child study team for screening and/or evaluation. When a student is found eligible for special education and related services and the board 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 students ages 3 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 3 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/guardians of educationally disabled students toward the goal of providing full educational opportunity to all educationally disabled students ages 3 through 21

SPECIAL EDUCATION (continued)

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled students 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 student 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 students 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 student 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 student, 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, parent/guardian 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 student 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 student'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 student is eligible, the development and implementation of the IEP.

- G. Provision of special services to enable educationally disabled students to participate in regular educational programs to the maximum extent appropriate

The board will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled students 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 students with disabilities, the size of the groups and

SPECIAL EDUCATION (continued)

age range shall conform to the requirements for special class programs described in the administrative code.

When students with disabilities participate in physical education, intramural and interscholastic sports, nonacademic and extracurricular activities in groups consisting solely of students with disabilities, the age range and group size shall be based on the nature of the activity, needs of the students participating in the activity, and the level of supervision required.

The evaluation process to determine a student'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(k)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 student's educational performance or district's programs; the student, 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/guardian or district; and for an initial eligibility meeting, certified school personnel referring the student as potentially disabled, or the school principal (or his or her designee) if they choose to participate.

A student shall be determined eligible and classified for special education and related services when it is determined that the student has one or more of the disabilities defined in the administrative code. A student shall be determined eligible for speech-language services when he or she exhibits a speech or language disorder as outlined in the administrative code.

I. The individualized education program for each educationally disabled student shall be developed in accordance with the provisions of the administrative code, at N.J.A.C. 6A:14-2.3(k) and N.J.A.C. 6A:14-3.7.

The board shall ensure that an IEP is in effect for every student in the district who is receiving special education and related services.

A written individualized education program shall be developed and implemented for each classified student 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 student's progress and to revise the individualized education program.

Meetings shall be conducted to determine eligibility and to develop, review, and revise a student'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 (or his or her designee) shall attempt to ensure parent/guardian 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 student'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 student 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

SPECIAL EDUCATION (continued)

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 parent/guardian consent has been received shall be allowed for the evaluation, determination of eligibility, and if the student 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 will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled students 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 students' 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 student and his or her parents/guardians whether the student 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 students 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 student 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 students 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 student, 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 students of their right to review all educational records with respect to the identification, evaluation, and educational placement of the student; 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 student 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 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, a parent/guardian or adult student;
 4. Ensuring that all evaluation procedures, including but not limited to observations, tests, and interviews used to determine eligibility and placement of disabled students, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.
- K. Placement of educationally disabled students in the least restrictive environment according to N.J.A.C. 6A:14-4.2

SPECIAL EDUCATION (continued)

Educational placement decisions made for each disabled student shall always be, insofar as possible, in the least restrictive environment commensurate with the student's educational needs. This means that to the maximum extent appropriate, educationally disabled students shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the student and to ensure the quality of services which he or she requires.

The chief school administrator shall encourage positive attitudes toward the educationally disabled in all district students and personnel.

Special classes, separate schooling, or other removal of educationally disabled students 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 student in the least restrictive environment shall be determined annually and, for a student in a separate setting, activities necessary to transition the student to a less restrictive placement are considered at least annually.

Placement is based on the student's individualized education program. Placement shall be provided in appropriate educational settings as close to home as possible. When the IEP does not describe specific restrictions, the student shall be educated in the school he or she would attend if not disabled.

In determining the least restrictive setting, consideration shall be given to whether the student can be satisfactorily educated in the regular classroom with supplemental aids and services; a comparison of the benefits provided in a regular class and the benefits provided in a special education class; and the potential beneficial or harmful effects which a placement may have on the student with disabilities or the other students in the class.

A student with a disability is not removed from the age-appropriate general education classroom solely based on needed modifications to the general education curriculum.

Placement in a program option shall be based on the individual needs of the student.

When determining the restrictiveness of a program option, the determination is based solely on the amount of time a student with disabilities is educated outside the general education setting.

The board shall provide or arrange for the provision of nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities; and that each student with a disability participates with nondisabled students to the maximum extent possible.

- 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 directs the chief school administrator to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

SPECIAL EDUCATION (continued)

1. Giving notice to parents/guardians per N.J.A.C. 6A:14-2.3 when an initial request is being made for consent prior to conducting any assessment as part of the initial evaluation; prior to the implementation of the initial IEP; prior to conducting any assessment as a part of a reevaluation; prior to the release of student records; each time the board seeks access to private insurance; when a member of the IEP team is excused from participating in a meeting; when the IEP is amended; and when a parent/guardian or the board agrees to waive a reevaluation. 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 student and his or her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the administrative code dealing with parent/guardian 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 and the executive 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 students are subject to the same disciplinary constraints and sanctions as nondisabled students. However, before disciplinary action is taken against an educationally disabled student, consideration must be given to whether the behavior is caused by the disabling condition, whether the program that is being provided meets the student's needs, whether a component of the student's IEP covers the behavior, or whether the student is an immediate danger to himself or herself or others.

SPECIAL EDUCATION (continued)

A disabled student may be removed for disciplinary reasons from his or 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 procedures as nondisabled students. 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 students, 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 his or her designee) shall gather and make available to parents/guardians of disabled children below the age of 3 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 students ages 3 through 5 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 students 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.

Students shall receive programs and services as specified in N.J.A.C. 6A:14-6.1.

Limited English Proficient

Students 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 student's cultural background and language abilities are taken into consideration unless it is clearly not feasible to do so; and shall accurately reflect the student'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.

SPECIAL EDUCATION (continued)

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 or 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 students, staff, and the community in determining location of programs or planning new facilities per state and federal law.

Program Implementation

The board shall ensure that a special education parent/guardian advisory group is in place in the district to provide input to the district on issues concerning students with disabilities (N.J.A.C. 6A:14-1.2h).

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

Key Words

Special Education, Disabled, Graduation Requirements, Records, Student Records, Student Records, Special Education Student Records, Parent/Guardian Advisory Group

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 2011-2012**

PART I - POLICIES

COUNTY CODE: 37 COUNTY NAME: Sussex
DISTRICT CODE: 3300 DISTRICT NAME: Montague Township

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

SPECIAL EDUCATION (continued)

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 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.

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.

SPECIAL EDUCATION (continued)

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 New Jersey 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

SPECIAL EDUCATION (continued)

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.

For charter schools or state agencies, procedures must ensure that:

1. Child find activities are limited to the population of students enrolled in the charter school or served by the state agency.
2. Person(s) to conduct child find activities are identified.
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.

SPECIAL EDUCATION (continued)**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.

SPECIAL EDUCATION (continued)

- 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 New Jersey 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.

SPECIAL EDUCATION (continued)

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 or 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 (EVVRS).
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:¹
 - a. Opportunity for the student to participate and progress in the general curriculum;
 - b. Services and modifications specified in the student's IEP;

¹ For the purpose of documenting all removals, in-school suspension must be reported via the EVVRS even if services were provided.

SPECIAL EDUCATION (continued)

- 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:²
 - 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:
 - 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:14-3.7.³

- 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:

² This procedure does not apply to secondary school districts or charter schools that do not serve preschool age children.

³ This procedure does not apply to secondary school districts or charter schools that do not serve preschool age children.

SPECIAL EDUCATION (continued)

- 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.

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;

SPECIAL EDUCATION (continued)

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.

Legal References:	<u>N.J.S.A.</u> 10:5-1 <u>et seq.</u> <u>N.J.S.A.</u> 18A:46-1 <u>et seq.</u> See particularly: <u>N.J.S.A.</u> 18A:46-13 <u>N.J.S.A.</u> 18A:46A-1 <u>et seq.</u> <u>N.J.A.C.</u> 5:23-7 <u>N.J.A.C.</u> 6A:7-1.7 <u>N.J.A.C.</u> 6A:8-1.2 <u>N.J.A.C.</u> 6A:8-1.3 <u>N.J.A.C.</u> 6A:8-3.1 <u>N.J.A.C.</u> 6A:8-4.1 <u>et seq.</u>	Law Against Discrimination Classes and Facilities for Handicapped Children Auxiliary Services Barrier free subcode of the uniform construction code Equality in school and classroom practices Scope Definitions Curriculum and instruction Implementation of the Statewide Assessment
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SPECIAL EDUCATION (continued)

<u>N.J.A.C. 6A:8-5.1 et seq.</u>	System
<u>N.J.A.C. 6A:9B-1.1 et seq.</u>	Implementation of Graduation Requirements Professional Licensure and Standards
<u>See particularly:</u>	
<u>N.J.A.C. 6A:9B-12.3</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:23A-1.1 et seq.</u>	Fiscal accountability, efficiency and budgeting procedures
<u>See particularly:</u>	
<u>N.J.A.C. 6A:23A-17.5, -17.6, -17.7, -18.1 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

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

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

34 CFR 76.1 et seq. - General Administrative Regulation EDGAR

34 CFR 77.1 et seq. - General Administrative Regulation EDGAR

34 CFR 300 - Assistance to States for the Education of Children with Disabilities
(IDEA Regulations)

Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)

Honig v. Doe, 484 U.S. 305 (1988)

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)

Possible

<u>Cross References:</u>	*1120	Board of Education Meetings
	*4112.2	Certification
	*4131/4131.1	Staff Development; In-Service Education/Visitations/Conferences
	*5114	Suspension and Expulsion
	*5120	Assessment of Individual Needs
	*5125	Student Records
	*5131	Conduct/Discipline
	*5200	Nonpublic School Students
	*6121	Nondiscrimination/Affirmative Action
	*6145	Extracurricular Activities
	*6151	Class Size

SPECIAL EDUCATION (continued)

- *6164.2 Guidance Services
- *6164.4 Child Study Team
- *9322 Public and Executive Sessions

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

Policy

INDEPENDENT EDUCATIONAL EVALUATION*

An independent educational evaluation (IEE) for a potential educational disability is an assessment conducted by a skilled and qualified examiner who is not employed by the Montague Township School District.

A parent/guardian or adult student may request an IEE if there is a disagreement with any assessment conducted as part of an initial evaluation, or a reevaluation, for identifying potential educational disabilities.

An IEE shall be conducted at no cost to the parent/guardian or adult student and funded by the district when:

- A. The qualifications of the evaluator are, at a minimum, the same as the qualifications the district uses when conducting of the evaluation;
- B. The cost of the IEE is reasonable and/or comparable to other similar service providers in the geographical area;
- C. The evaluator is chosen from the district list of qualified evaluators.

A parent/guardian or adult student is entitled to only one IEE at the district's expense; however, the IEE may include multiple assessments.

The Montague Township Board of Education directs that the chief school administrator (or his or her designee) shall provide parents/guardians and adult students requesting an IEE, a choice (no less than three options) of skilled and qualified evaluation service providers within the district geographical area so that a fair and accurate IEE may be acquired. Skilled and qualified evaluation service providers may include another public school district, an educational services commission, a jointure commission, a clinic or agency, or a private practitioner. The chief school administrator (or his or her designee) shall ensure that district-recommended service providers are adequately qualified according to law and this policy and regulation to conduct the evaluation and assessments requested by the parent/guardian or adult student.

A copy of this policy and regulation, a service provider list, and criteria for IEEs will be provided to any parent/guardian or adult student who requests an IEE.

The board believes that it is in the best interest of the student that the district and parents/guardians cooperate in the evaluation process. Therefore, parents/guardians and adult students are encouraged to notify the district if they disagree with the outcome(s) of an evaluation or reevaluation and request an IEE. However, a parent/guardian or adult student is not required to notify the district of his or her disagreement with the evaluation or reevaluation prior to obtaining an IEE.

Cost Containment Criteria

The district may establish maximum charges that it allows for an IEE to ensure that the cost of an IEE is reasonable. The maximum fee shall be established so that it allows parents/guardians and adult students to choose from among the qualified professionals in the area and only eliminates unreasonably excessive fees.

If an evaluator selected by the parent/guardian or adult student exceeds the maximum allowable charges, the parent/guardian or adult student shall be given an opportunity to demonstrate that unique circumstances justify going above the fee criteria. If the parent/guardian or adult student does demonstrate unique circumstances, the district shall fund the IEE.

If the district finds that there is no justification for the excess cost, the district shall fund the evaluation to the extent of the maximum allowable charge. Additionally, if the requested IEE exceeds the district's maximum

INDEPENDENT EDUCATIONAL EVALUATION (continued)

allowable costs and the district does not support the justification for the excess cost, the district shall, without unnecessary delay, initiate a due process hearing to demonstrate that the evaluation obtained by the parent/guardian or adult student did not meet the district's cost criteria.

Selection of the Independent Evaluator

- A. This district may require a parent/guardian or adult student to choose an evaluator from the district list when:
1. The child's needs can be appropriately evaluated by an evaluator on the list; and
 2. All the qualified examiners in the geographic location are included on the list.
- B. If the district fails to list all qualified evaluators, the parent/guardian or adult student may select an evaluator, as long as the evaluator meets the district's minimum qualifications for evaluators.
- C. A parent/guardian or adult student who selects an evaluator who is not on the district's list and/or fails to meet the district's minimum qualifications shall be given the opportunity to demonstrate the unique circumstances that justify the selection of the evaluator. If the district accepts the justification and the cost is within the reasonable criteria, the district shall fund the IEE.

Due Process

- A. The district may file for due process when the unique circumstances do not justify the selection of the evaluator and/or meet the reasonable cost criteria. The district may file for due process, rather than pay for the IEE, for one or more of the following reasons:
1. The child's needs cannot be appropriately evaluated by the independent evaluator;
 2. The evaluator selected does not possess the minimum qualifications required by the district;
 3. The IEE exceeds the reasonable cost containment.
- B. The parent/guardian or adult student may challenge the district's decision to deny funding by filing for due process and appeal through the administrative law judge if he or she does not agree with the district's determination that:
1. The child's needs cannot be appropriately evaluated by the independent evaluator;
 2. The evaluator selected does not possess the minimum qualifications required by the district;
 3. The IEE exceeds the reasonable cost containment.

NJSBA Review/Update: September 2015

Adopted:

* This policy is based on a New Jersey Department of Education Frequently Asked Questions document that is available at: <http://www.state.nj.us/education/specialed/memos/100113iee.pdf>

Key Words

IEE, Independent Educational Evaluation, Reasonable Cost, Cost Containment

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:46-1 et seq. Classes and Facilities for Handicapped Children
 See particularly:
N.J.S.A. 18A:46-13
N.J.S.A. 18A:46A-1 et seq. Auxiliary Services
N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-1.2 Scope
N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-3.1 Curriculum and instruction

INDEPENDENT EDUCATIONAL EVALUATION (continued)

<u>N.J.A.C. 6A:14-1.1 et seq.</u>	Special Education procedures
<u>See particularly:</u>	
<u>N.J.A.C. 6A:14-2.5(c)</u>	Independent evaluation
<u>N.J.A.C. 6A:14-3.4</u>	Evaluation
<u>N.J.A.C. 6A:14-5.1</u>	General requirements
<u>N.J.A.C. 6A:15-1.4</u>	Bilingual programs for limited English proficient students
<u>N.J.A.C. 6A:23A-1.1 et seq.</u>	Fiscal accountability, efficiency and budgeting procedures
<u>See particularly:</u>	
<u>N.J.A.C. 6A:23A-17.4 to -17.7, -18.1 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

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

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

34 CFR 76.1 et seq. - General Administrative Regulation EDGAR

34 CFR 77.1 et seq. - General Administrative Regulation EDGAR

34 CFR 300 - Assistance to States for the Education of Children with Disabilities (IDEA Regulations)

34 CFR 300.502 - Independent Educational Evaluation

Possible

<u>Cross References:</u>	*1120	Board of Education Meetings
	*4112.2	Certification
	*4131/4131.1	Staff Development; In-Service Education/Visitations/Conferences
	*5114	Suspension and Expulsion
	*5120	Assessment of Individual Needs
	*5125	Student Records
	*5131	Conduct/Discipline
	*5200	Nonpublic School Students
	*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.

Policy

ALTERNATIVE EDUCATIONAL PROGRAMS

The Montague Township Board of Education 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 chief school administrator shall investigate and propose to the board for approval alternative programs and facilities. Alternative education programs shall be approved by the New Jersey 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 10:1 for middle school programs;
- B. An Individualized Program Plan (IPP) shall be developed for each general education student enrolled in the program; and
- C. For students with disabilities the alternate education program shall be consistent with the student's Individualized Education Program (IEP).

Home Schooling

The board acknowledges the right of parents/guardians to educate their children at home. The board is not required by law to allow a resident child educated elsewhere than at school to participate in the regular school curriculum or in extracurricular or sports activities. The board may:

- A. Allow a child educated elsewhere than at school to participate in curricular and extracurricular activities or sports activities;
- B. Loan books or materials to a child educated elsewhere than at school.

Required Services to Home Schooled Students

When a student of this district is home schooled, the district shall:

- A. Provide payment for tuition when a student is enrolled in a shared-time vocational school program. Once a resident student is enrolled in a shared-time vocational school program, the student becomes a public school student;
- B. Review any written request for a special education evaluation and, if warranted, conduct an evaluation as described in policy 6171.4 Special Education and in accordance with the federal special education law, Individuals with Disabilities Education Act (P.L. 108-446 §612).

If the child is eligible for special education and related services, the district shall make a free, appropriate public education available only if the child enrolls in the district. If the child does not enroll in the district, but the district chooses to provide services, the district will develop a plan for the services to be provided.

Disruptive/Disaffected Children

The board recognizes that the active engagement of each student is a primary requisite for sound teaching

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

and learning to take place. When a child is unable to benefit from the educational program because he or 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 students may be impeded.

In an effort to optimize the educational experience for each child, the chief school administrator shall develop procedures to identify and work with disruptive/disaffected students.

When it is determined by the child study team that a disruptive/disaffected student 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 chief school administrator shall recommend to the board placement in a program of another district, or home instruction.

In accordance with state law and board policy, disruptive students 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 Suspension and Expulsion).

Removal for Weapons Offenses or Assault

Any student 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 to remove the student:

- 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 chief school administrator shall determine at the end of the year whether the student is to return to the district's regular education program, in accordance with procedures established by the Commissioner.

Any student who assaults a student, 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 chief school administrator shall determine when the child shall return to the regular education program.

Potential Dropouts

While statute requires attendance of each student only until 16 years of age, it is in the best interests of both students 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 school.

The board directs that whenever a student 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 student in reaching his or her career goals. No student under the age of 18 will be permitted to withdraw without the written consent of a parent/guardian.

The chief school administrator shall develop procedures for withdrawal from school that:

- A. Make counseling services available to any student who wishes to withdraw;
- B. Make every effort to satisfy the student's future educational needs;

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

C. Help the student define his or her own educational life goals and help plan the realization of those goals;

Adopted: October 22, 2008
 NJSBA Review/Update: September 2015
 Readopted:

Key Words

Alternative Educational Programs, Home Schooling, Dropouts, Disruptive Students, Disruptive Students, Disaffected Students, Disaffected Students, At-Risk Students

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:37-1 et seq. Discipline of students
 See particularly:
N.J.S.A. 18A:37-2.2
N.J.S.A. 18A:38-1, -25, -31 Attendance at school free of charge
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:8-5.2 High school diplomas
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offense
N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons
N.J.A.C. 6A:16-9.1 et seq. Alternative Education Programs
N.J.A.C. 6A:16-10.1 et seq. Home or out-of-school instruction for general education students
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 et seq. Student Behavior
 See particularly:
N.J.A.C. 6A:32-12.2
 20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act, P.L. 108-446 §612
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

Possible

Cross References: *5113 Attendance, Absences, and Excuses
 *5114 Suspension and Expulsion
 5119 Transfers
 *5131 Conduct/Discipline
 *5131.7 Weapons and Dangerous Instruments
 *5134 Pregnant Students
 *6142.2 English as a Second Language and Bilingual Programs
 *6142.12 Career Education
 *6164.2 Guidance Services
 *6164.4 Child Study Team
 *6171.4 Special Education

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

*6173 Home Instruction

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

HOME INSTRUCTION

To provide uninterrupted education for students unable to attend their regular classes because of illness, disability court order, or administrative action, the Montague Township 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; and
- C. In cases of illness or disability, medical certification is required both of the necessity for the student's absence and his or 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.

Temporary or Chronic Health Condition

The board shall provide instructional services to an enrolled student when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or special education.

The parent/guardian shall submit a request for home instruction in writing. The request shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than 10 consecutive school days or 20 cumulative school days during the school year.

The principal (or his or her designee) shall forward the request with the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide the board with the reasons for denial. The parent/guardian shall be notified concerning the school physician's verification or reasons for denial within 5 school days after receipt of the written determination by the student's physician.

The district shall provide instructional services within 5 school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting. Instructional services shall at a minimum include:

- A. A written plan for delivery of instruction shall be established to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress;
- B. Teachers providing home instruction shall be certified teachers;
- C. The teacher shall provide one-on-one instruction for the number of days and length of time sufficient to continue the student's academic progress and be dependent upon the student's ability to participate;
- D. For a student with disabilities, the home instruction shall be consistent with the student's individualized education plan (IEP) to the extent appropriate and shall meet the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and

HOME INSTRUCTION (continued)

literacy). 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;

- E. For a student without disability, the home instruction shall meet the state curriculum standards, and the requirements of the board for promotion to the next 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;
- F. The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services (including any needed equipment), or through contract with another district board of education, educational services commission, jointure commission, or approved clinic or agency. Students who are eligible to receive home instruction as needed at the district's expense are as follows:
 - 1. A student who resides within the area served by the board and is enrolled in a public school program; or
 - 2. A student who is enrolled in a nonpublic school that is located within the area served by board.

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 no later than 5 school days after the student has left the general education program 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.

The district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services (including any needed equipment), or through contract with another district board of education, educational services commission, jointure commission, or approved clinic or agency for resident students.
- B. 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 district shall establish a written plan for delivery of instruction and maintain a record of instructional services and student progress;
 - 2. The teacher providing instruction shall be a certified teacher;
 - 3. The teacher shall provide one-on-one instruction for no fewer than 10 hours per week on 3 separate days of the week, and no fewer than 10 hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom;
 - 4. The instruction shall meet the state curriculum standards and the board's requirements for promotion and graduation;
 - 5. If instruction is delivered in the student's home, a parent/guardian or other adult 21 years of age or older who has been designated by the parent/guardian shall be present during all periods of home instruction.

Any student receiving home instruction is not considered absent.

HOME INSTRUCTION (continued)

Adopted: October 22, 2008
 NJSBA Review/Update: September 2015
 Readopted:

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 students 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 Attendance, Absences, and Excuses
 *5114 Suspension and Expulsion
 *5131 Conduct/Discipline
 *5131.6 Drugs, Alcohol, Steroids, Tobacco (Substance Abuse)
 *5131.7 Weapons and Dangerous Instruments
 *5134 Pregnant Students
 *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.

EARLY CHILDHOOD EDUCATION/PRESCHOOL

The Montague Township 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 chief school administrator 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 district and aligned with the New Jersey Core Curriculum Content Standards (which include the Common Core State Standards for mathematics and language arts and literacy). They shall be coordinated with other relevant district programs, such as special education and Title I, and articulated with the K-8 curriculum.

Proof of immunizations against communicable diseases and examinations shall be in accord with requirements for kindergarten and first-grade admission (see policy and regulation 5111 Admission and 5141.3 Health Examinations and Immunizations).

The board 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 state curriculum standards;
- D. Includes transition activities, programs, and services between preschool programs and kindergarten programs;
- E. Coordinates with all other relevant district programs (e.g., 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

EARLY CHILDHOOD EDUCATION/PRESCHOOL (continued)

agency program(s) with which the district board contracts comply with the district's program requirements, including the employment of appropriately licensed and qualified teaching staff.

The preschool program shall include parent/guardian education activities, with specific strategies identified to assist parents/guardians 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, fiscal support of the preschool program.

The board shall designate an administrator to oversee the preschool program. He or 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: October 22, 2008
 NJSBA Review/Update: September 2015
 Readopted:

Key Words

Developmentally Appropriate Curriculum, Early Childhood Education, Preschool

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7F-54	Access to full day preschool; calculation of preschool education aid
	<u>N.J.S.A.</u> 18A:44-4	Funding of Preschool programs
	<u>N.J.A.C.</u> 6A:8-2.1	Authority for educational goals and standards
	<u>N.J.A.C.</u> 6A:8-3.4	Requirements for early childhood education programs
	<u>N.J.A.C.</u> 6A:9B-6.1	Standard certificate
	<u>N.J.A.C.</u> 6A:9B-8.1	Requirements for certificates of eligibility
	<u>N.J.A.C.</u> 6A:9B-9.2	Endorsements and authorizations
	<u>N.J.A.C.</u> 6A:13A-1.1 <u>et seq.</u>	Elements of high quality preschool programs
	<u>N.J.A.C.</u> 6A:23A-8.7	Tuition rate adjustment by districts receiving preschool expansion aid or educational opportunity aid
	<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:26-3.11	ECPA district community early childhood educational facilities projects
	<u>N.J.A.C.</u> 6A:32-8.3	School attendance

Possible

<u>Cross References:</u>	*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

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Montague Township Board of Education directs the chief school administrator 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, the chief school administrator shall recommend tests and methods indicated by his or 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 students or their parents/guardians. The results of any evaluation may be released by the chief school administrator using districtwide data. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

The chief school administrator shall annually recommend improvements in the program and staff based upon the evaluation of the district's program. He or she will ensure that all required data is submitted to the New Jersey Commissioner of Education for inclusion in the school report card.

The board will cooperate with the Commissioner in the conduct of such statewide assessment programs as are required by the New Jersey State Board of Education, and shall use the data gained thereby toward the improvement of the district school.

Adopted: October 22, 2008
NJSBA Review/Update: September 2015
Readopted:

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:23A-9.5 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.

Possible

Cross References: *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
*6010 Goals and Objectives

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

- *6141 Curriculum Design/Development
- *6147 Standards of Proficiency
- *6171.4 Special Education

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