1140 AFFIRMATIVE ACTION PROGRAM

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

The Board’s affirmative action program shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The affirmative action program will also promote equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.

The Board shall inform the school community it serves of these policies in a manner including, but not limited to, the district’s customary methods of information dissemination. The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

The Board shall assess the district’s needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of classification and placement of students in special education programs if there is an over representation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.
The Board shall annually designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, of whom the Affirmative Action Officer is a member, to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing For Equality And Equity in Education. The Board shall assure that all stakeholders know who the Affirmative Action Officer is and how to access him or her.

The Affirmative Action Officer must shall have a New Jersey standard certification with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B et seq. The Affirmative Action Officer shall: coordinate the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of district grievance procedures for handling discrimination complaints; and ensure the district grievance procedures, which include investigative responsibilities and reporting information, are followed.

The Affirmative Action Team shall: develop the Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the district's Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the Comprehensive Equity Plan; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

The Board shall provide professional development training to all certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. Parents and other community members shall be invited to participate in the professional development training.
The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and inservice training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.

N.J.A.C. 6A:7-1.4; 6A:7-1.5; 6A:7-1.6
1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall submit a Comprehensive Equity Plan based on an assessment of the district's needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners, including students and teachers.

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

The Comprehensive Equity Plan shall include the following:

1. A needs assessment that includes student assessment and behavioral data disaggregated by gender, race, ethnicity, Limited English Proficiency, Special Education, Migrant, date of enrollment, student suspension, expulsion, Child Study Team referrals, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within a certain group; staffing practices; quality of program data; and stakeholder satisfaction data. An assessment of the school district's needs for achieving equity in educational programs. The assessment shall include staffing practices, quality-of-program data, stakeholder-satisfaction data, and student assessment and behavioral data disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, Child Study Team referrals, preschool through grade twelve promotion/retention data, preschool through grade twelve completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within a certain group;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the Comprehensive Equity Plan;

3. Adequate–yearly progress targets for closing the achievement gap;

4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the Core Curriculum Content Standards; differentiated instruction and formative assessments aligned to Core Curriculum Content Standards; and high expectations for teaching and learning; and

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

A Comprehensive Equity Plan shall be developed written every three years and the Board of Education shall initiate the Comprehensive Equity Plan within sixty days of its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.

In the event the Board of Education does not implement the Comprehensive Equity Plan within one hundred eighty days of its approval date, or fails to report its progress annually, or as required by the New Jersey Department of Education, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.

N.J.A.C. 6A:7-1.9

Adopted:
1530 EQUAL EMPLOYMENT OPPORTUNITIES

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

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

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

The Board will use equitable practices that prevent imbalance and isolation based on race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability among the district's certificated and non-certificated staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

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

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

The Board shall not enter into a contract with a person, agency, or organization that discriminates in employment practices or in the provision of benefits or services, on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability, either in employment practices or in the provision of benefits or services to students or employees, pursuant to N.J.A.C. 6A:7-1.1.
The Superintendent shall promulgate a complaint procedure for the adjudication of disputes alleging violation of the law prohibiting discrimination in employment or this policy.

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

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

Adopted:
[See POLICY ALERT Nos. 116, 191 and 209]

R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy No. 1530, guaranteeing “equal access to all categories of employment without regard to the candidate’s race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.”

2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.

3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.

4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

B. Definitions

1. “Board of Education” means the Board of Education of the Keyport School District.

2. “Complaint” means an alleged discriminatory act or practice.

3. “Complainant” means a staff member who alleges a discriminatory act or practice.
4. “Day” means a working or calendar day as identified.

5. “Discriminatory act or practice” means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy No. 1530.

6. “School district” means the Keyport School District.

C. Procedure

1. A complainant who believes that he/she has been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.

2. If the matter is not resolved to the satisfaction of the complainant within thirty working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
   
   a. The complainant’s name and address,
   
   b. The specific act or practice that the complainant complains of,
   
   c. The school employee, if any, responsible for the allegedly discriminatory act,
   
   d. The results of discussions conducted in accordance with paragraph C.1., and
   
   e. The reasons why those results are not satisfactory.

3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant’s reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.

5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with a discriminatory act and any other person with knowledge of the act complained of.

6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.

7. The complainant may appeal the Superintendent’s decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent’s decision. The appeal shall include:
   a. The original complaint,
   b. The response to the complaint,
   c. The Superintendent’s decision,
   d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
   e. The complainant’s reason for believing the Superintendent’s decision should be changed.

8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.

10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.

11. The complainant will be informed of his/her right to appeal the Board's decision to the:

   a. Commissioner of Education  
      New Jersey State Department of Education  
      P.O. Box 500  
      Trenton, New Jersey 08625-0500  
      Telephone: (877) 900-6960 or the

   b. New Jersey Division on Civil Rights  
      Trenton Regional Office  
      Office of the Attorney General  
      140 East Front Street – 6th Floor  
      Trenton, New Jersey 08625-0090  
      Telephone: (609) 292-4605

D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.

2. A copy of the decision rendered at the highest level of appeal will be kept in the employee's personnel file.
1550 AFFIRMATIVE ACTION PROGRAM FOR EMPLOYMENT AND CONTRACT PRACTICES

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

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

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, either in employment practices or in the provision of benefits or services to students or employees.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.

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

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

Adopted:
[See POLICY ALERT Nos. 95, 120, 137, 147, 153 and 209]

2200 CURRICULUM CONTENT

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

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

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators.

Districts with secondary school(s)

[and the courses required by Policy No. 5460 and N.J.A.C. 6A:8-5 for high school graduation.]

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

The Board directs the curriculum be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified student needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels.
Choose one or more of the following alternatives:

X and among the schools of this district.

and among the constituent districts of the __________ Regional
School District.

and among the school districts sending to the __________ School
District.

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

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

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

3. Continuous access to sufficient programs and services of a
   library/media facility, classroom collection, or both, to support the
   educational program of all students in accordance with Policy No.
   2530;

4. Guidance and counseling to assist in career and academic planning
   for all students, in accordance with Policy No. 2411;

5. A continuum of educational programs and services for all children
   with disabilities, in accordance with Policy No.—2460 and
   Regulation Nos. 2460.4 through 2460.14;

6. Bilingual education, English as a Second Language, and English
   language services for students of limited English language
   proficiency, when the number of such students so necessitates, in
   accordance with Policy No. 2423;
7. Programs and services for students at risk who require remedial assistance in accordance with Policy Nos. Policies 2414, 2415, and 5460;

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

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

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

11. Instruction in accident and fire prevention;

12. A substance abuse prevention program;

13. A program for family life education; and

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

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

Adopted:
Courses of study and instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect between children regardless of different races, colors, creeds, sexes, age, marital status, affectional or sexual orientations, gender, gender identity or expression, religion, ancestries, national origins, social—or socioeconomic status, and/or disabilities.

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

A. When instructional material contains stereotypes or discriminatory statements, staff should help students identify the stereotypes or discriminatory statement(s) and discuss with students the consequences of repeated stereotyping and discriminatory statements.

B. If a particular instructional material is highly objectionable, staff should not use it, N.J.A.C. 6:4-1.3(f); such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.

C. Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials, N.J.A.C. 6:4-1.3(f).

D. Community involvement when developing instructional programs and attendant materials shall be encouraged.
2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

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

1. Ensuring equal and barrier-free access to all school and classroom facilities;

2. Attaining minority representation within each school, which approximates the district’s overall minority representation. Exact apportionment is not required, however, the ultimate goal is a reasonable plan achieving the greatest degree of racial balance, which is feasible and consistent with sound educational values and procedures;

3. Utilizing a State-approved English language proficiency measure on an annual basis for determining the special needs of English language learners and their progress in learning English of language-minority students pursuant to N.J.A.C. 6A:15-1.3(eb);

4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;

5. Ensuring that support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and

6. Ensuring that a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies that such exclusion is necessary. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.
The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;

2. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;
   a. Portions of classes which deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female students, provided that the course content for such separately conducted sessions is the same.

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

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

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

6. Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.
The Board of Education shall ensure all students have access to adequate and appropriate counseling services. When informing students about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be comparable;

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

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

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

Adopted:
[See POLICY ALERT Nos. 153 and 209]

R 2411 GUIDANCE AND COUNSELING

A. Counseling Services

1. The purpose of guidance and counseling services is to assist students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from his/her education and life experiences.

2. Counseling services will include:
   a. Career awareness and exploration, and academic planning through consideration of personal interests, past and potential performance, and present opportunities,
   b. Personal/social development including adjustment to situational problems, understanding of the consequences of personal behavior, and referral to assistance where appropriate, and
   c. Crisis counseling to assist students undergoing extreme emotional reactions that disrupt immediate functioning, including post-crisis planning and referral for treatment as necessary.

3. All counseling services shall be free of bias on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, gender, gender identity or expression, social or economic socioeconomic status, or disability.

B. Career Awareness and Exploration

In fulfillment of the New Jersey Core Curriculum Content Standards, the school district shall provide a comprehensive program of guidance and counseling to facilitate career awareness and exploration for all students which shall be designed to:
1. Assist students in making informed educational and occupational choices;

2. Encourage students to maintain portfolios consisting of accomplishments related to the Cross Content Workplace Readiness Standards;

3. Develop student competency in self management, educational and occupational exploration and career planning;

4. Make students aware of the relationship among personal qualities, education, training and the world of work; and

5. Acquaint students with the relationship between achieving academic standards and the attainment of career goals.

C. Consulting Services

1. The purpose of consulting services is the improvement of the instructional program and the delivery of educational services by the collaboration of those staff members responsible for the instructional program and the development of individual students.

2. Consulting services will include:
   a. Identification of the needs of students,
   b. Identification, evaluation, and program implementation of students with special needs,
   c. Development and implementation of preventive and supportive programs to address such problems as student attendance, violence, and suicide,
   d. Alerting professional staff to the purposes, functions, and availability of guidance and counseling services,
   e. Encouragement of cooperation among teaching staff members and parent(s) or legal guardian(s) in resolving individual student problems and addressing student needs,
f. Establishment and maintenance of fruitful relationships with State and local agencies for the purpose of professional referral and the sharing of experiences,

g. Cooperation with business and industry to facilitate student job placement and vocational training, and

h. Maintenance of a library of occupational and educational information.

D. Evaluation

The program of guidance and counseling will be reviewed annually to determine its strengths and weaknesses. The following information may be gathered and analyzed in that review:

1. Annual record of graduate placements in post-secondary situations;

2. Assessments of past graduates as to the effectiveness of guidance services received in the high school;

3. Results of surveys of parent(s) or legal guardian(s) and staff evaluations of guidance services;

4. Analysis of the efficacy of outside referrals;

5. Assessments by persons not employed in the school district and expert in the field of guidance and counseling; and

6. The personal evaluations of the guidance and counseling staff members to identify weaknesses in the administration of the program.
[See POLICY ALERT Nos. 102, 153, 168, 172 and 209]

2411 GUIDANCE COUNSELING

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

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall

Choose only one of the following alternatives:

— be conducted entirely by teaching staff members certified as guidance personnel.

X include the services of teaching staff members certified as guidance personnel and other designated teaching staff members.

— be the responsibility of the classroom teacher, who may draw upon the services of other, more specialized staff members as required.

— involve the coordinated efforts of all teaching staff members under the leadership of certified guidance and counseling personnel.

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

1. Involves teaching staff members at all appropriate levels;

2. Honors the individuality of each student;

3. Is integrated with the total educational program;

4. Is coordinated with available resources of the community;

5. Provides for cooperation of school staff with parent(s) or legal guardian(s) and shares parents' or legal guardians' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;

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

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

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

Adopted:
R 2423 BILINGUAL AND ESL EDUCATION

A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all those courses or subjects which that a child is required by law or rule to receive, given in the native language of the limited English proficient students English language learners (ELLs) enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of the limited English proficient students ELLs enrolled in the programs, and in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area which that is the native land of the parents of limited English proficient students ELLs enrolled in the program, and in the history and culture of the United States. All students in bilingual education programs receive English as a second language instruction.

2. "Bilingual part-time component" means a program alternative in which students are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.

3. "Bilingual resource program" means a program alternative in which students receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual student basis.

4. "Bilingual tutorial program" means a program alternative in which students are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.
5. "Dual-language bilingual education program" means a full-time program of instruction in elementary and secondary schools which provides structured English language instruction and instruction in a second language in all content areas for LEP ELL students and for native English speaking students enrolled in the program.

6. "Educational needs" means the particular educational requirements of students of limited English proficiency, ELLs; the fulfillment of which will provide them with equal educational opportunities.

7. "English as a second language (ESL) program" means a daily developmental second-language program of up to two periods at least one period of instruction based on student language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the student's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.

8. "English language fluency" means the ability to speak the language with sufficient structural accuracy, use vocabulary to participate effectively in most formal and informal conversations on practical, social, and school topics, read material for information, and complete forms and write essays and reports on familiar topics. Language fluency is not the same as language proficiency, which is the full command of language skills.

"English language development standards" means the 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies ELLs in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at http://www.wida.us/standards/eld.aspx.
9. "English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.

910. "English language proficiency test" means a test that which measures English language skills in the areas of aural comprehension, speaking, reading, and writing.

911. "English language services" means services designed to improve the English language skills of students of limited English proficiency ELLs. These services, provided in school districts with less than ten students of limited English proficiency ELLs, are in addition to the regular school program and have as their goal the development of are designed to develop aural comprehension, speaking, reading, and writing skills in English.

11. "ESL standards for Pre-Kindergarten through grade twelve students" means the WIDA English Language Proficiency Standards for English Language Learners in Pre-Kindergarten through Grade Twelve, 2007 edition, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. These are the standards and language competencies limited English proficient students in Pre-Kindergarten programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects.

12. "Exit criteria" means the criteria which must be applied before a student may be exited from a bilingual, ESL, or English language services education program.

13. "High-intensity ESL program" means a program alternative in which students receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.
14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education. All students in an instructional program alternative receive English as a second language.

15. "Limited English proficient (LEP) students" means students from Pre-Kindergarten through grade twelve whose native language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as measured by an English language proficiency test, so as to be denied the opportunity to learn successfully in the classrooms where the language of instruction is English. This term means the same as limited English-speaking ability, the term used in N.J.S.A. 18A:35-15a-26.

1615. "Native language" means the language first acquired by the student, the language most often spoken by the student, or the language most often spoken in the student’s home; regardless of the language spoken by the student.

1716. "Parent(s)" for the purposes of Policy and Regulation 2423 means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. Where parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

1817. "Review process" is means the process established by the Board of Education to assess limited English proficient students ELLs for exit from a bilingual, ESL, or English language services programs.

1918. "Sheltered English instruction" is means an instructional approach used to make academic instruction in English understandable to LEP ELLs students. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELLs LEP students.
B. Identification of Eligible Limited English Language Learners (ELLs) Proficient (LEP) Students

1. The Superintendent of Schools will designate a teaching staff member(s) who will determine the native language of each ELL LEP student at the time of enrollment of the student in the school district. The district will:

   a. Maintain a census indicating all students identified whose native language is other than English; and

   b. Develop a screening process, initiated by a home-language survey, to determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.

   Report annually to the New Jersey Department of Education as part of the Fall LEP Enrollment Summary, the number of all LEP students whose native language is other than English and, of that group, the number who are LEP students.

2. The Board-approved screening process, initiated by a home language survey, shall determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher and shall be designed to distinguish those students who are proficient English speakers and need no further testing.

32. The district shall determine the English language proficiency of all Kindergarten to grade twelve students, who are not screened out, and whose native language is other than English, by administering the administration of a Department of Education-approved English language proficiency test, assessing the level of
reading in English, reviewing the previous academic performance of students, including their performance on as well as standardized tests in English, and reviewing the input of teaching staff members responsible for the educational program for ELLs (limited English proficient students). Students who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator shall be considered ELLs, are students of limited English proficiency. The district shall also use age-appropriate assessment methodologies to identify limited English proficient preschool ELLs students in order to determine their individual language development needs.

C. Bilingual Programs for Limited English Proficient Students Language Learners (ELLs)

1. All Kindergarten through twelfth grade ELP students ELLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 will be provided with all required courses and support services outlined in a. through g. below to prepare ELP students ELLs to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer programs, and remedial services as needed by ELLs ELP students. The district shall also provide appropriate instructional programs to eligible preschool ELP students ELLs based on need according to the New Jersey Preschool Program Implementation Guidelines, 2015 Teaching and Learning Expectations: Standards of Quality (2004). The guidelines provide developmentally appropriate recommendations. These standards are guidelines for good practice and are intended for school districts that provide preschool programs.

a. The Board of Education shall establish English language services designed to improve the English language proficiency of ELLs ELP students whenever there are at least one or more, but fewer than ten ELP students ELLs enrolled within the schools of in the school district. English language services shall be provided in addition to the regular school program.
b. The Board of Education shall establish an ESL program that provides at least one up to two periods of ESL instruction based on student language proficiency whenever there are ten or more LEP students ELLs enrolled within the schools of in the school district.

(1) An ESL curriculum that addresses the WIDA English Language development Proficiency Standards as amended and supplemented shall be developed and adopted by the Board to address the instructional needs of ELLs LEP students.

(2) The ESL curriculum will be cross-referenced to the district’s bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas being taught.

c. The Board of Education shall establish A bilingual education programs will be established whenever there are twenty or more limited English proficient students ELLs in any one-language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. The bilingual education programs shall:

(1) Be designed to prepare LEP students ELLs to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All LEP students ELLs participating in the bilingual programs shall will also receive ESL instruction;

(2) Include a bilingual program curriculum that addresses the Core Curriculum Content Standards, the WIDA English Language Proficiency development Standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and

(3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district.
d. ELLs LEP-students will shall be provided with equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Content Standards, including comprehensive health and physical education, the visual and performing arts, and career awareness programs. The instructional opportunities shall be designed to assist LEP-students ELLs to fully comprehend all subject matter and demonstrate their mastery of the content matter.

c. The Board of Education district shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable LEP students ELLs to meet the Core Curriculum Content Standards for graduation. When sufficient numbers of students are not available to form a bilingual class in a subject area, the Board shall develop plans shall-be developed in consultation with and approved by the New Jersey Department of Education to meet the needs of the students.

f. The Board of Education shall design aAdditional programs and services shall be designed to meet the special needs of eligible LEP-students ELLs and will include, but not be limited to: remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.

g. The Board of Education may establish dual-language bilingual education programs in its the schools and may make provisions for the coordination of instruction and services with the school district's world languages program. Dual-language bilingual education programs This program, if established by the Board, shall also enroll students whose primary language is English, and shall be designed to help students achieve proficiency in English and in a second language while mastering subject-matter skills. To the extent necessary, instruction shall, to-the extent necessary, be in all courses or subjects of study that allow allowing students to meet all grade promotion and
graduation standards. Where possible, these classes in dual-language bilingual programs shall will be comprised of approximately equal numbers of students of limited English proficiency and of ELLs of students whose native language is English.

2. The Board of Education may establish a program in bilingual education for any language classification with fewer than twenty students.

D. Waiver Process Provided by Statute

The school district may request a waiver from N.J.A.C. 6A:15-1.4(d) establishing a bilingual education program, pursuant to N.J.S.A. 18A:35-18, to establish annually an instructional program alternative on an annual basis with the approval of the Department of Education when there are twenty or more students eligible for the bilingual education program in Kindergarten through grade twelve, and the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program that due to age range, grade span, and/or geographic location of eligible students, it would be impractical to provide a full-time bilingual program.

1. Any instructional program alternatives shall be developed in consultation with and approved annually by the Department of Education after review of student enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist LEP students ELLs to develop sufficient English skills and subject-matter skills to meet the Core Curriculum Content Standards.

2. The instructional program alternatives that shall to be established shall include, but are not limited to: the bilingual part-time component; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.

3. In the event the district implements program alternatives, the district shall annually submit student enrollment and achievement data that demonstrate the continued need for these programs.
E. Department of Education Approval of Bilingual, ESL, or English Language Services Programs

1. Each school district providing a bilingual program, ESL program, or English language services program plans shall be submitted a plan every three years to the New Jersey Department of Education every three years for approval. At its discretion, the Department of Education may request modifications, as appropriate. Plans submitted by the school district for approval shall include information on the following:

   a. Identification of students;
   b. Program description;
   c. Number of certified staff hired for the program;
   d. Bilingual and ESL curriculum development;
   e. Evaluation design;
   f. Review process for exit; and
   g. A budget for bilingual and ESL programs and/or English language services programs. The budget must indicate how the bilingual-categorical-aid funds are directly related to the bilingual/ESL program instructional services and materials.

2. The Department of Education will establish procedures for monitoring and evaluation of school district bilingual/ESL programs by means of its district and school accountability process.

   The district shall annually submit data on the number of LEP students served, exit data for the LEP students enrolled in the district, and data on the number of immigrant students enrolled in the district.
3. The district's bilingual/ESL programs will be monitored and evaluated by the New Jersey Department of Education.

4. A school that fails to make progress in meeting the New Jersey Department of Education's annual measurable achievement objectives must separately inform the parent(s) or legal guardian(s) of an LEP student of the school's failure no later than thirty days after the failure occurs.

F. Supportive Services

1. Students enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other students in the school district.

2. To the extent that it is administratively feasible, supportive services to ELLs LEP-students, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs LEP-students and their parents.

G. In-service Training

1. A plan shall be developed for in-service training will be provided for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall based on their needs and to include instructional strategies and appropriate assessments to help LEP-students ELLs meet the Core Curriculum Content Standards and the WIDA English Language development Proficiency Standards. All ESL and bilingual teachers shall will receive training in the use of the ESL curriculum.

2. The Professional Development Plan of the school district shall include the needs of bilingual and ESL teachers, which shall be addressed through in-service training.
H. Certification of Staff

All teachers in these programs will hold the following certifications:


3. English Language Services - a valid New Jersey instructional certificate.

I. Bilingual, English as a Second Language ESL, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

1. All ELLs LEP students from Kindergarten through twelfth grade twelve shall be enrolled in the bilingual, ESL, or English language services program established by the Board of Education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.

2. Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using with a Department of Education-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.

3. ELLs LEP students enrolled in the bilingual, ESL, or English language services program one of these programs shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English-only program. The This process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a Department of Education-established
standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that which shall include, at a minimum; include classroom performance; the student’s reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English according to P.L. 1991, c.12.

4. A parent(s) or legal guardian(s) may remove a student who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.

5. Students enrolled in a bilingual, ESL, or English language services program shall be assessed annually to determine their progress in achieving English language proficiency goals and readiness for exiting the program.

65. Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:

a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher, with the approval of the Building Principal, may recommend retesting with the approval of the Principal.

b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to the mainstream program.

c. The recommendation for retesting shall will be based on the teacher’s judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student’s inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
d. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the students.

e. If the student scores below the State-established standard on the language proficiency test, the student shall be re-enrolled into the bilingual or ESL program.

76. When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the district shall notify by mail the student's parent(s) or legal guardian(s) shall be informed by mail of the placement determination of placement. If the parent(s)/legal guardian(s) or teaching staff member disagrees with the placement, he/she may appeal the placement decision in writing to the Superintendent or designee, who will provide a written explanation for the decision within seven working days of receiving the written appeal. The complainant may appeal this decision in writing to the Board of Education within seven calendar days of receiving the Superintendent’s or designee’s written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board’s receipt of the parent’s written appeal to the Board. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.

J. Graduation Requirements for Limited English Proficient—Students Language Learners

All ELLs LEP—students must satisfy requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a).

K. Location of Programs

All bilingual, ESL, and English language services programs shall be conducted within classrooms approved by the Executive County Superintendent of Schools within the regular school buildings of the school district per pursuant to N.J.S.A. 18A:35-20.
L. Notification to Parents/Legal Guardians

1. The school district will notify by mail the parents(s) or legal guardian(s) of the LEP student of ELLs by mail of the fact no later than thirty days after the beginning of the school year that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. The district shall issue the notification within thirty days of the child's identification. Notice shall include a statement that the parents may decline their child's enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose. The notice shall be in writing and include the following information: The parent(s) or legal guardian(s) must be notified within two weeks of the student's placement in a bilingual, ESL, or English language services program, if the student has not been identified as a LEP student prior to the beginning of the school year:

a. Why The notice shall inform the parent(s) or legal guardian(s) why the student was identified as an ELL;

b. Why LEP—and why the student needs to be placed in a language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards bilingual, ESL, or English language services program;

bc. The notice will include the student's level of English proficiency, how the such level of English proficiency was assessed, and the student's academic level;

d. The notice will include the method of instruction the school district will use that will be used to serve the student, including a description of other methods of instruction methods available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
The notice will inform the parent(s) or legal guardian(s) how the program will meet the student’s specific needs of the student in attaining English and meeting State standards;

The program’s notice will include the exit requirements, the expected rate of transition into a classroom not tailored for ELLs LEP students; and, in the case of high school students, the expected rate of graduation; and

The notice will inform the parent(s) or legal guardian(s) how the instructional program will meet the objectives of the individualized education program of a student with a disability;

The notice will include written guidance on the rights that parents have to remove their child from a bilingual, ESL, or English language services program upon their request, in accordance with N.J.A.C. 6A:15-1.13, or to choose another program or method of instruction, if available, and how the parent(s) or legal guardian(s) will be provided assistance in selecting the best program to serve their child;

The notice will inform the parent(s) or legal guardian(s) they have the option of declining enrollment if they choose by providing notice to the district no later than ten days after receiving the eligibility notice;

The notice shall be in writing and in the language of which the child of the parent(s) or legal guardian(s) so notified possesses a primary speaking ability, and in English; and

Whenever the district determines, on the basis of a student’s level of English proficiency, that a student should exit from a program of bilingual education, the district shall notify the parent(s) or legal guardian(s) of the student by mail:
2. The school district shall send progress reports to the parent(s) or legal guardian(s) of students enrolled in a bilingual, ESL, or English language services programs shall receive progress reports in the same manner and frequency as progress reports are sent to parent(s) or legal guardian(s) of other students enrolled in the school district.

3. Progress reports shall be written in English and in the native language of the parent(s) or legal guardian(s) of students enrolled in the bilingual and ESL program unless the school district can demonstrate and document in the three-year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the district.

4. The school district shall notify the parent(s) or legal guardian(s) when a student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent(s) or legal guardian(s) possess a primary speaking ability.

M. Joint Programs

With the school district may join with any other school districts, with the approval of the Executive County Superintendent of Schools, on a case-by-case basis, a school district may join with another Board of Education to provide bilingual, ESL, or English language services programs.

N. Parental Involvement

1. The Superintendent or designee will provide for the maximum practicable involvement of parent(s) or legal guardian(s) of LEP students ELLs in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs.
2. A parent(s) or legal guardian(s) will be informed on how they can become involved in the education of their child and how they can actively participate in helping their child learn English, achieve at high levels in the core academic subjects, and meet State standards.

32. A school district that implements a bilingual education program shall establish a parent advisory committee on bilingual education of on which the majority will be parents or legal guardians of students of ELLs limited English proficiency.
[See POLICY ALERT Nos. 94, 102, 110, 120, 137, 141, 145, 187, 191 and 209]

2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for English language learners (ELLs) students of Limited English Proficiency (LEP) as required by law and rules of the State Board of Education. ELLs Students of LEP are those students whose native language is other than English and who have varying degrees of English language proficiency in any one of the domains of sufficient difficulty speaking, reading, writing, or understanding listening and is synonymous with limited the English speaking ability pursuant to N.J.S.A. 18:35-15 to 26 language English language proficiency test, so as to be denied the opportunity to learn successfully in the classroom where the language of instruction is English.

Identification of LEP Students ELLs

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

Program Implementation

The district shall provide the following programs:

1. An English language services program to improve the English language proficiency of ELLs whenever there are at least one or more, but fewer than ten LEP students ELLs enrolled within the schools of in the school district. English language services shall be provided in addition to the regular school program;
2. An ESL program that provides at least one period of ESL instruction based on student language proficiency whenever there are ten or more LEP students ELLs enrolled within the schools of the school district; and

3. A bilingual education program whenever there are twenty or more LEP students ELLs in any one-language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. Where the age range, grade span, and/or geographical location of eligible students makes a full-time bilingual program impractical, the Board may annually offer an instructional program alternative, provided that program has been approved or a waiver for the alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty students.

All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every student participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.

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

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

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

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

When the exit review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the student’s parent(s) or legal guardian(s) shall be informed by mail of the placement determination. A parent(s) or legal guardian(s), or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Superintendent of Schools or designee __________, who will provide a written explanation for the decision within ________ seven working days of receiving the written appeal. The complainant may appeal this decision in writing to the Board within seven calendar days of receiving the Superintendent’s or designee’s written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board’s receipt of the parent’s written appeal to the Board. A complainant not satisfied with the Board’s determination of the appeal explanation may appeal to the Commissioner of Education.
Parental Involvement

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

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

Parent(s) or legal guardian(s) shall receive progress reports of students enrolled in bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are those sent to parents or legal guardians of other students enrolled in the district.

The Superintendent or designee will provide for the maximum practical involvement of parent(s) of ELLs. Parent(s) or legal guardian(s) of students of limited English proficiency will be offered opportunities for involvement in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs. A school district that implements a bilingual education program shall establish a parent advisory committee on bilingual education shall be formed with of which the majority membership will be being parent(s) or legal guardian(s) of students of limited English proficiency of ELLs.
Graduation

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

Program Plan

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

N.J.A.C. 6A:15-1.1 et seq.
[See POLICY ALERT Nos. 140, 172 and 209]

2610 EDUCATIONAL PROGRAM EVALUATION

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

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

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

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

N.J.A.C. 6:8-3.2; 6A:8-4.1 et seq.
N.J.A.C. 6A:19-2.6 [vocational districts]

Adopted:
2622 STUDENT ASSESSMENT

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

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

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

Statewide Assessment System

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

Test Administration Procedures and Security Measures

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

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

Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.23. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below established levels of student proficiency in any content area either on Statewide or local assessments. All students are expected to demonstrate the knowledge and skills of the Core Curriculum Content Standards as measured by the Statewide assessment system.

Public Reporting

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

Parental Notification

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

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

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

Adopted:
5750 EQUAL EDUCATIONAL OPPORTUNITY

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student’s race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, gender, gender identity or expression, social or economic socioeconomic status, or disability. The Board shall assure that all students are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district’s curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, gender, gender identity or expression, social or economic socioeconomic status, or disability:

1. School climate/learning environment;
2. Courses of study, including Physical Education;
3. Instructional materials and strategies;
4. Library materials;
5. Software and audio-visual materials;
6. Guidance and counseling;
7. Extra-curricular programs and activities;
8. Testing and other assessments.
The school district’s curricula will include Multi-cultural Education content and practices, instruction on African-American History in the teaching of U.S. History and instruction on the Holocaust and other acts of Genocide.

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy No. 2260. Students who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation No. 5750 to report and appeal any harassment or discriminatory practice.

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self esteem that this Board wishes to encourage in all students. A teaching staff member’s act of derision or enmity, in any form, against a person or persons on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation or sex, gender, gender identity or expression, social or economic socioeconomic status, or disability shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

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

42 U.S.C.A. 12101
N.J.S.A. 10:5-1
N.J.A.C. 6A:7-1.1 et seq.; 6A:14-1.2

Adopted:
5755 EQUITY IN EDUCATIONAL PROGRAMS AND SERVICES

Equity In Student Access

It is the policy of the Board of Education to ensure equal and bias-free access to all school facilities, courses, programs, activities, and services, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, gender, gender identity or expression, social or economic socioeconomic status, or disability.

The school district administration will ensure that all students will have equal and barrier-free access to all school and classroom facilities, that minority and female students are not under-represented in gifted and talented or accelerated/advanced courses and that minority and male students are not over-represented in detentions, suspensions, expulsions, dropouts, or special needs classifications. Support services will be available to all students and that all limited English-proficient students and students with disabilities will have equal and bias-free access to all school programs and activities. The school district will ensure equal and bias-free access for all students to computers, computer classes, vocational education classes, and technologically-advanced instructional assistance, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, gender, gender identity or expression, social or economic socioeconomic status, or disability.

The Board of Education will refrain from locating new facilities in areas that will contribute to imbalanced, isolated, or racially identifiable school enrollments. The school district administration will assign students to ensure that the racial/national origin composition of each school's enrollment reflects the composition of the districtwide enrollment and so that school and classroom enrollments are not identifiable on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, gender, gender identity or expression, social or economic socioeconomic status, or disability.
Students will not be separated or isolated by race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, gender, gender identity or expression, social or economic socioeconomic status, or disability within schools, courses, classes, programs, or extracurricular activities. Bias-free multiple measures for determining the special needs of language-minority students and students with disabilities will be utilized. Pregnant students will be permitted to remain in the regular school program and activities and if not permitted to attend school by her doctor, the student will be provided equivalent instruction.

Equity in Guidance Programs and Support Services

The school district will ensure the guidance program and support services provides access to adequate and appropriate counseling services for all students, including but not limited to, minority students, limited English-proficient students, non-college bound students, and students with disabilities. A full range of possible career, professional, and/or vocational choices will be presented to all students.

Equity in Physical Education Training

All school district physical education programs will be co-educational, with the exception of wrestling practice and a minimum of 75% of the electives are chosen by at least 30% of enrolled male and female students, when the physical education programs are elective with any exceptions to be in accordance with Federal and State laws and regulations.

Equity in Athletic Programs

The school district's athletic program will provide equitable opportunities for female and male students to participate in athletics and equitable support for cheerleading programs and comparable facilities for male and female teams. The athletic program will have relatively equal numbers of varsity and sub-varsity teams for male and female teams and equitable scheduling of night games, practice times, and numbers of games for male and female teams.
Appeal Procedure

Any student or their parent(s) or legal guardian(s) may appeal school practices involving equity through the procedure established in Regulation No. 5750.

N.J.A.C. 6:4-1 et seq.
Title IX of the Education Amendments of 1972
Athletic Guidelines 1986
N.J.A.C. 6A:7-1.1 et seq.

Adopted:
The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma has met the requirements for graduation.

A. High School Graduation Requirements

A graduating student must have earned a minimum of 135 (four-year high school: no fewer than one hundred twenty credits) credits in courses designed to meet all of the New Jersey Core Curriculum Content Standards including, but not limited to, the following credits:

1. **20 (At least twenty)** credits in language arts literacy aligned to grade nine through twelve standards;

2. **15 (At least fifteen)** credits in mathematics, including Algebra I or the content equivalent ("content equivalent" is defined at N.J.A.C. 6A:8-1.3) including geometry or the content equivalent effective with the 2010-2011 grade-nine class; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers effective with the 2012-2013 grade-nine class;

3. **15 (At least fifteen)** credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;

4. **15 (At least fifteen)** credits in science, including at least five credits in laboratory biology/life science or the content equivalent effective with the 2008-2009 grade-nine class; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics effective with the 2010-2011 grade-nine class; and one additional laboratory/inquiry-based science course effective with the 2012-2013 grade-nine class;
5 (At least three and three-quarters) credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;

6. 5 (At least five) credits in visual and performing arts;

7. 5 (At least five) credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2);

8. 5 (At least two and one-half) credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class;

9. Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum;

10. 5 (At least five) credits in 21st century life and careers, or career-technical education; and

11. Electives as determined by the high school program sufficient to total a minimum of 135 (must be at least one hundred twenty) credits.

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

The high school graduation credit requirement may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of personalized learning opportunities, as follows:

1. The district shall establish a process to approve individualized student learning opportunities that meet or exceed the Core Curriculum Content Standards.

   a. Individualized student learning opportunities in all Core Curriculum Content Standards areas include, but are not limited, to the following:

      (1) Independent study;
(2) Online learning;
(3) Work-based programs, internships, apprenticeships;
(4) Study abroad programs;
(5) Student exchange programs; and
(6) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.

b. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall:

(1) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
(2) Include demonstration of student competency;
(3) Be certified for completion based on the district process adopted according to 2. below; and
(4) Be on file in the school district and subject to review by the Commissioner or designee.

c. Group programs based upon specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards shall be permitted and shall be approved in the same manner as other approved courses.

2. The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the Core Curriculum Content Standards at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated as outlined in N.J.A.C. 6A:8-5.1(a)2. Such programs or assessments may occur all or in part prior to a student’s high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.
a. The district shall choose assessments that are aligned with or exceed the Core Curriculum Content Standards and may include locally designed assessments.

b. The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the Core Curriculum Content Standards:

   (1) The Standards-based Measurement of Proficiency (STAMP) online assessment;
   (2) The ACTFL Oral Proficiency Interview (OPI) or Modified Oral Proficiency Interview (MOPI); or
   (3) Department-approved locally designed competency-based assessments.

3. The district shall establish a process to approve post-secondary learning opportunities that may consist of: (select one or more options)

   X Advanced Placement (AP) courses;
   X the College-Level Examination Program (CLEP); or
   X concurrent/dual enrollment at accredited higher education institutions.

   a. The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the Core Curriculum Content Standards.

B. Additional Graduation Requirements

1. Attendance requirements as indicated in Policy and Regulation 5200;
2. Other requirements established by the Board of Education as indicated below:

5 hours of community service starting with the class of 2020

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

4. Any Statewide assessment graduation requirements as determined by the New Jersey Department of Education, and as outlined in C. below.

C. Statewide Assessment Graduation Requirements

1. The New Jersey Department of Education (NJDOE) is transitioning from the High School Proficiency Assessment (HSPA) to the Partnership for the Assessment of Readiness for College and Careers (PARCC) End-of-Course assessments for students, including students with disabilities, in the classes of 2016, 2017, and 2018, and 2019.

2. Students in the classes of 2016, 2017, and 2018, and 2019 will be able to demonstrate proficiencies in English Language Arts (ELA) and Mathematics required by State statute by either meeting the “cut score” on the PARCC assessments or meeting the “cut score” on a substitute assessment or by meeting the criteria of the NJDOE portfolio appeal process.

3. A student with a disability, whose Individualized Educational Plan (IEP) team determines the student is exempt from these requirements, would be required to achieve the alternative proficiency in his/her IEP.
4. **OPTION – Select one option below**

The NJDOE has developed “concordant” cut scores for additional substitute assessments. For the classes of 2016, 2017, and 2018, and 2019, students will be able to demonstrate proficiency in both ELA and Mathematics by meeting one of the criteria under English Language Arts and Mathematics as indicated below:

a. **English Language Arts**
   - Passing score on a PARCC ELA Grade 9 >= 750 (Level 4); or
   - Passing score on a PARCC ELA Grade 10 >= 750 (Level 4); or
   - Passing score on a PARCC ELA Grade 11 >= 725 (Level 3); or
   - Prior to 3/1/16 SAT Critical Reading >= 400; or
   - 3/1/16 or later SAT Evidence-Based Reading and Writing Section >= 450 OR SAT Reading Test >= 22; or
   - ACT Reading or ACT PLAN Reading >= 16; or
   - Accuplacer Write Placer >= 6; or
   - Accuplacer Write Placer ESL >= 4; or
   - PSAT10 Reading or PSAT/NMSQT Reading* >= 40; or
   - PSAT10 Reading or PSAT/NMSQT Reading** >= 22; or
   - ACT Aspire Reading >= 422; or
   - ASVAB – AFQT Composite >= 31; or
   - Meet the Criteria of the NJDOE Portfolio Appeal

b. **Mathematics**
   - Passing score on a PARCC Algebra I >= 750 (Level 4); or
   - Passing score on a PARCC Geometry >= 725 (Level 3); or
   - Passing score on a PARCC Algebra II >= 725 (Level 3); or
   - Prior to 3/1/16 SAT Math >= 400; or
   - 3/1/16 or later SAT Math Section >= 440 OR SAT Math Test >= 22
   - ACT or ACT PLAN Math >= 16; or
   - Accuplacer Elementary Algebra >= 76; or
   - PSAT10 Math or PSAT/NMSQT Math* >= 40; or
   - PSAT10 Math or PSAT/NMSQT Math** >= 22; or
   - ACT Aspire Math >= 422; or
   - ASVAB – AFQT Composite >= 31; or
   - Meet the Criteria of the NJDOE Portfolio Appeal

Note: * PSAT taken prior to October 2015; ** PSAT taken after October 2015.
X The NJDOE has developed “concordant” cut scores for additional substitute assessments. For the classes of 2016, 2017, 2018, and 2019, students will be able to demonstrate proficiency in both ELA and Mathematics by meeting one of the criteria under English Language Arts and Mathematics in accordance with the current NJDOE approved “concordant” cut scores for additional substitute assessments.

D. Attendance

Regular attendance is required for the successful completion of a course of study and graduation. Students are expected to be present in every scheduled class except as their attendance is excused in accordance with Board Policy 5200.

E. Students with Disabilities

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

   a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.

   b. The district shall develop and implement procedures for assessing whether a student with a disability has met any alternate requirements for graduation individually determined in an IEP.

2. If a student with a disability attends a school other than that of the school district of residence, which is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.

   a. If the school the student is attending declines to issue a diploma to the student, the district of residence Board of Education shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student’s IEP.
3. Students with disabilities who meet the standards for graduation according to the school district’s graduation requirements shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

4. A student with a disability whose IEP prescribes continued special education programs beyond the fourth year of high school shall be permitted to participate in commencement ceremonies with his/her graduating class and shall receive a certificate of attendance, provided the student has attended four years of high school.

5. When a student with a disability graduates or exceeds the age of eligibility, the student shall be provided a written summary of his or her academic achievement and functional performance prior to the date of the student’s graduation or the conclusion of the school year in which he or she exceeds the age of eligibility. The summary shall include recommendations to assist the child in meeting his or her postsecondary goals.

F. High School Diploma

1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with State and local Board of Education requirements.

2. The Board of Education shall not issue a high school diploma to any student not meeting the criteria specified in State and local requirements.

   a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty, or until the requirements for a State-endorsed diploma have been met, whichever comes first.

   b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements, but has failed to meet the Statewide assessment graduation requirements, to return to
school at scheduled times for the purpose of meeting the
Statewide assessment graduation requirements. Upon
certification of meeting these requirements, a State-endorsed diploma shall be granted by the high school of
record.

3. The Commissioner of Education shall award a State-issued high
school diploma in accordance with the provisions of N.J.A.C.
6A:8-5.2(c) and (d).

4. The Board of Education shall award a State-endorsed high school
diploma to any currently enrolled student formally requesting an
early award of the diploma in accordance with the provisions of
N.J.A.C. 6A:8-5.2(e) and Board Policy 5465.

G. Notification

Each student who enters or transfers into the high school and the student’s
parent(s) will be provided a copy of the school district’s requirements for a
State-endorsed diploma, and the programs available to assist students in
attaining the State-endorsed diploma, in accordance with N.J.S.A.
18A:7C-5.

H. Reporting

The Superintendent, in accordance with N.J.S.A. 18A:7C-7 and 18A:7B-3,
shall report annually to the Board of Education and to the Commissioner
of Education the number of students who completed the twelfth grade
course requirements and were denied a diploma and the number of
students who received State endorsed diplomas.

I. The Superintendent shall provide to the Executive County Superintendent
the district’s graduation requirements each year they are evaluated through
the Quality Single Accountability Continuum (QSAC) and update the filed
copy each time the graduation policy and requirements are revised.

18A:35-4.9; 18A:35-7; 18A:36-17
N.J.A.C. 6A:8-1 et seq.; 6A:8-5.1; 6A:8-5.2; 6A:14-4.11 et seq.

Adopted:
R 5600 PUPIL DISCIPLINE/ CODE OF CONDUCT (M)

M

A. Purpose

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

1. Foster the health, safety, social, and emotional well-being of students;

2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;

3. Promote achievement of high academic standards;

4. Prevent the occurrence of problem behaviors;

5. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and

6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.8, as appropriate.

B. Expectations for Academic Achievement, Behavior, and Attendance

All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 13.1.

C. Behaviors That May Result in Suspension or Expulsion

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall
constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;

2. Open defiance of the authority of any teacher or person, having authority over the student;

3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;

4. Physical assault upon another student;

5. Taking, or attempting to take, personal property or money from another student, or from the student’s presence, by means of force or fear;

6. Willfully causing, or attempting to cause, substantial damage to school property;

7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;

8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;

9. Incitement which is intended to and does result in truancy by other students;

10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and

11. Harassment, intimidation, or bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.

D. Students’ Rights
Students subject to the consequences of the Student Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;

2. Education that supports students’ development into productive citizens;

3. Attendance in safe and secure school environments;

4. Attendance at school irrespective of students’ marriage, pregnancy, or parenthood;

5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5;

6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.1 through 7.8; and


E. Comprehensive Behavioral Supports
Below are behavioral supports that promote positive student development and the students’ abilities to fulfill the behavioral expectations established by the Board. These behavioral supports may include, but are not limited to, the following:

1. Positive Reinforcement for Good Conduct and Academic Success

A student will be provided positive reinforcement for good conduct and academic success which may include, but are not limited to:

   a. Honor Roll
   b. Student of the Month
   c. Praise Referrals

2. Supportive Interventions and Referral Services

A student may be referred to the school’s Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A:16-8.1 and 8.2 and Policy and Regulation 2417.

3. Remediation of Problem Behavior

The following actions may be taken to remediate problem behavior. These actions will take into account the behavior’s nature, the students’ developmental ages, and the students’ histories of problem behaviors and performance.

   a. Restitution and Restoration

(1) A student may be required to make restitution for any loss resulting from the student’s conduct; or

(2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former condition any damaged or defaced property resulting from the student’s conduct.

   b. Counseling

(1) A student may be required to consult with school guidance counselors or Child Study Team members.
(2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.

(3) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.

c. Parent Conferences

(1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

d. Alternate Educational Program

(1) Students may be assigned to an alternate educational program as recommended by the student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member.

4. Students with Disabilities

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

F. School Responses to Violations of Behavioral Expectations

1. In accordance with the provisions of N.J.A.C. 6A:16-7.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behavior that shall:

a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;

b. Be consistent with other responses, pursuant to N.J.A.C. 6A:16-5.5;
c. Provide for equitable application of the Code of Student Conduct without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical, or sensory disability; or any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-1 et seq. and


G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

1. Admonishment/Reprimand
   a. A school staff member in authority may admonish or reprimand a student’s unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

2. Temporary Removal from Classroom
   a. The classroom teacher may direct the student report to the office of the administrator in charge of student discipline.
   b. The teacher will complete a form that indicates the student’s name and the conduct that has caused the student’s removal from the teacher’s room.
   c. The administrator in charge of discipline will interview the student and determine which, if any, additional consequences shall be imposed.

3. Meeting with School Administration and Parent
   a. The student’s parent may be required to attend a meeting with the Principal or designee and the student to discuss the student’s conduct and to ensure the parent and the student understand school rules and expectations.

4. Deprivation of Privileges
a. Students may be deprived privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment. These privileges may include, but are not limited to:

(1) Moving freely about the school building;

(2) Participation in co-curricular or inter/intruscolastic activities;

(3) Attendance at a school-related social or sports activity;

(4) Participation in a graduation ceremony;

(5) Transportation to and from school on a school bus; or

(6) Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy and Regulation 5600 and N.J.A.C. 6A:16-7.1 et seq.

5. Detention

a. A student may be required to report before or after the school day to detention. This detention may be assigned by the teacher or the Principal or designee.

b. Transportation to detention before school or from detention after school will be the responsibility of the parent.

c. A student may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

6. Grade Adjustment

a. A student who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence may suffer a reduced grade by virtue of the disqualified work. In no other instance may a student’s grade be lowered as a direct penalty for misconduct.

7. In-school Suspension
a. If the school operates an in-school suspension program, a student may be removed from his/her regular classes and required to report to the in-school suspension program.

b. In-school suspension will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

8. Suspension from School


b. Suspension from school will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

9. Expulsion


b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.

H. Chart of Discipline

I. Below is a Chart of Student Discipline listing school responses to violations of behavioral expectations. These behavioral expectations and school responses include, but are not limited to:

G. Chart of Discipline

Below is a listing of pupil behaviors that are subject to pupil discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2. The behaviors include, but are not limited to:
Central School

<table>
<thead>
<tr>
<th>Violation</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Offense</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Offense</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug or alcohol possession or use or</td>
<td>Maximum 10 days OSS, Mandatory police notification, 10-day co-curricular suspension</td>
<td>Maximum 10 days OSS, Mandatory police notification, 30 day co-curricular suspension</td>
<td>Suspension until Board hearing, Police notification</td>
</tr>
<tr>
<td>paraphernalia possession</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arson</td>
<td>10 days OSS, Fire Marshall and police notification</td>
<td>Maximum of 10 days OSS, police notification</td>
<td></td>
</tr>
<tr>
<td>Assault</td>
<td>Maximum of 10 days OSS, police notification</td>
<td>Maximum of 10 days OSS, police notification</td>
<td></td>
</tr>
<tr>
<td>Assault on school employee</td>
<td>Maximum 10 days OSS, Police notification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insubordination</td>
<td>Teacher detention</td>
<td>Central detention</td>
<td>Hour detention</td>
</tr>
<tr>
<td>Disruption</td>
<td>Teacher detention</td>
<td>Central detention</td>
<td>Hour detention</td>
</tr>
<tr>
<td>Disobedience/defiance</td>
<td>Teacher detention</td>
<td>Central detention</td>
<td>Hour detention</td>
</tr>
<tr>
<td>Language misuse</td>
<td>Teacher detention</td>
<td>Central detention</td>
<td>Hour detention</td>
</tr>
<tr>
<td>Non-cooperation</td>
<td>Teacher detention</td>
<td>Central detention</td>
<td>Hour detention</td>
</tr>
<tr>
<td>Littering</td>
<td>Teacher detention</td>
<td>Central detention</td>
<td>Hour detention</td>
</tr>
<tr>
<td>Theft/Damage</td>
<td>Maximum 3 days OSS, Restitution, Police notification</td>
<td>Maximum 5 days OSS, Restitution, Police notification</td>
<td>10 days suspension, Restitution, Police notification</td>
</tr>
<tr>
<td>Sexual harassment/</td>
<td>Maximum 3 days OSS, Possible police notification</td>
<td>Maximum 5 days OSS, Possible police notification</td>
<td>Maximum 10 days OSS, Police notification</td>
</tr>
<tr>
<td>Dating Violence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapon possession</td>
<td>Minimum 10-day suspension, Police notification, Loss of co-curricular activity participation for 365 days</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Falsification of documents</td>
<td>Central detention</td>
<td>Hour detention</td>
<td>Maximum 3-day suspension</td>
</tr>
<tr>
<td>Horseplay/recklessness</td>
<td>Central detention</td>
<td>Hour detention</td>
<td>Maximum 3-day suspension</td>
</tr>
<tr>
<td>Vandalism/destruction of property</td>
<td>Maximum 2 days OSS, Monetary restitution</td>
<td>Maximum 5 days OSS, Monetary restitution</td>
<td>Maximum 10 days OSS, Monetary restitution, Police notification</td>
</tr>
<tr>
<td>Fighting</td>
<td>Maximum 5 days suspension, Police</td>
<td>Maximum 10 days suspension, Police</td>
<td>10-day mandatory suspension, Police</td>
</tr>
<tr>
<td></td>
<td>notification/arrest</td>
<td>notification/arrest</td>
<td>notification/arrest</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Cheating</td>
<td>0 on assignment, Teacher detention</td>
<td>0 on assignment, Central detention</td>
<td>0 on assignment, 1 day OSS</td>
</tr>
<tr>
<td>Gambling</td>
<td>Hour detention</td>
<td>Maximum 3 days OSS</td>
<td>Maximum 10 days OSS</td>
</tr>
<tr>
<td>Smoking on school grounds</td>
<td>1 day OSS, Police fine, Referral to SAC</td>
<td>2 days OSS, Police fine, Referral to SAC</td>
<td>3 days OSS, Police fine, Referral to SAC</td>
</tr>
<tr>
<td>Leaving campus</td>
<td>Minimum 1 day suspension, Police notification</td>
<td>Maximum 3 days OSS, Police notification</td>
<td>Maximum 5 days OSS, Police notification</td>
</tr>
<tr>
<td>Cutting teacher detention</td>
<td>Central detention</td>
<td>2 central detentions</td>
<td>Hour detention</td>
</tr>
<tr>
<td>Cutting central detention</td>
<td>2 central detentions</td>
<td>Hour detention</td>
<td>2 Hour detentions</td>
</tr>
<tr>
<td>Cutting Hour detention</td>
<td>2 Hour detentions</td>
<td>Maximum 2 days OSS</td>
<td>Maximum 5 days OSS</td>
</tr>
<tr>
<td>Exploding devices (fire cracker) etc.</td>
<td>Mandatory 5 days OSS, Police notification</td>
<td>Mandatory 10 days OSS, Police notification</td>
<td></td>
</tr>
<tr>
<td>Falsifying alarm</td>
<td>10 days OSS, Police/ Fire Marshall notification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misuse of computers/ Internet</td>
<td>Maximum 10 days OSS and loss of computer network privileges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy from school</td>
<td>Hour detention</td>
<td>2 Hour detentions</td>
<td>Maximum 3 days OSS</td>
</tr>
<tr>
<td>Lateness to class</td>
<td>Every 3 lateness - Central detention, 1 school absence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Found guilty of HIB</td>
<td>Maximum 10 days OSS, Possible police notification</td>
<td>Maximum 10 days OSS, Possible police notification</td>
<td>Maximum 10 days OSS, Possible police notification</td>
</tr>
<tr>
<td>Class cutting (over 10 minutes)</td>
<td>0 on all missed work, Central detention, Teacher phone call to parent</td>
<td>0 on all missed work, Parent/pupil conference, Hour detention</td>
<td>0 on all missed work, 2 days OSS, Loss of class credit</td>
</tr>
</tbody>
</table>
**REGULATION**

**BOARD OF EDUCATION**

**STUDENTS**

**PUPIL DISCIPLINE/CODE OF CONDUCT (M)**

<table>
<thead>
<tr>
<th>Violation</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespect or profanity/threatening towards staff</td>
<td>Maximum 10 days OSS, Possible police notification</td>
<td>Maximum 10 days OSS, Possible police notification</td>
<td>Maximum 10 days OSS, Possible police notification</td>
</tr>
<tr>
<td>Inappropriate use of electronic device</td>
<td>Half Hour Detention</td>
<td>Hour Detention</td>
<td>Maximum 1 day OSS</td>
</tr>
<tr>
<td>Threatening a peer</td>
<td>Maximum 10 days OSS, Possible police contact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DISCIPLINE – VIOLATIONS AND CONSEQUENCES**

*Any suspension of 10 days or more will result in a BOE Hearing*

This chart is a guideline of outcomes for these behaviors. The administration reserves the right to alter these consequences based on the facts presented in each individual case.

In addition to the consequences listed above, pupils will also be held to the two suspension policy and athletic code of conduct.

**Keyport High School**

<table>
<thead>
<tr>
<th>Violation</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug or alcohol possession or use or paraphernalia possession</td>
<td>Maximum 10 days OSS, Mandatory police notification, 10-day co-curricular suspension</td>
<td>Maximum 10 days OSS, Mandatory police notification, 30 day co-curricular suspension</td>
<td>Suspension until Board hearing, Police notification</td>
</tr>
<tr>
<td>Arson</td>
<td>10 days OSS, Fire Marshall and police notification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assault</td>
<td>Maximum 10 days OSS, police notification</td>
<td>10 days OSS, Police notification,</td>
<td></td>
</tr>
<tr>
<td>Assault on school employee</td>
<td>Maximum 10 days OSS, Police notification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insubordination</td>
<td>Teacher detention</td>
<td>Central detention</td>
<td>2-Hour detention</td>
</tr>
<tr>
<td>Disruption</td>
<td>Teacher detention</td>
<td>Central detention</td>
<td>2-Hour detention</td>
</tr>
<tr>
<td>Disobedience/defiance</td>
<td>Teacher detention</td>
<td>Central detention</td>
<td>2-Hour detention</td>
</tr>
<tr>
<td>Language misuse</td>
<td>Teacher detention</td>
<td>Central detention</td>
<td>2-Hour detention</td>
</tr>
<tr>
<td>Nonecooperation</td>
<td>Littering</td>
<td>Theft/damage</td>
<td>Sexual harassment/ Dating Violence</td>
</tr>
<tr>
<td>----------------</td>
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<td>--------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Teacher detention</td>
<td>Teacher detention</td>
<td>Maximum 3 days OSS, Restitution, Police notification</td>
<td>Maximum 3 days OSS, Possible police notification</td>
</tr>
<tr>
<td>Central detention</td>
<td>Central detention</td>
<td>Maximum 5 days OSS, Restitution, Police notification</td>
<td>Maximum 5 days OSS, Possible police notification</td>
</tr>
<tr>
<td>2-Hour detention</td>
<td>2-Hour detention</td>
<td>Maximum 10 days OSS, Restitution, Police notification</td>
<td>Maximum 10 days OSS, Possible police notification</td>
</tr>
<tr>
<td>Violation</td>
<td>Initial Punishment</td>
<td>Additional Punishment</td>
<td>Consequences</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Falsifying alarm</td>
<td>10 days OSS, Police/Fire Marshall notification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misuse of computers/Internet (Reference Network User Agreement)</td>
<td>Maximum 10 days OSS and loss of computer network privileges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Truancy from school</td>
<td>2-Hour detention</td>
<td>Two 2-Hour detentions</td>
<td>Maximum 3 days OSS</td>
</tr>
<tr>
<td>Late to school</td>
<td>Every 3 lates  = One central detention And One school absence</td>
<td>Every 6 lates = One 2-Hour detention And 2 school absences</td>
<td>Every 9 lates = Maximum 3 days OSS And 3 school absences</td>
</tr>
<tr>
<td>Late to class</td>
<td>Every 3 lates = One central detention And 1 class absence</td>
<td>Every 6 lates = One 2-Hour detention And 2 class absences</td>
<td>Every 9 lates = Maximum 3 days OSS And 3 class absences</td>
</tr>
<tr>
<td>Class cutting (over 10 minutes late to class)</td>
<td>0 on all missed work, central detention, Teacher phone call to parent</td>
<td>0 on all missed work, Parent/Student conference, 2-Hour detention</td>
<td>0 on all missed work, 2 days OSS, Loss of class credit</td>
</tr>
<tr>
<td>Confirmed HIB</td>
<td>Maximum 10 days OSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disrespect or profanity/threatening towards staff</td>
<td>Maximum 10 days OSS, possible police notification</td>
<td>Maximum 10 days OSS, Possible police notification</td>
<td>Maximum 10 days OSS, Possible police notification</td>
</tr>
<tr>
<td>Inappropriate use of personal electronic device</td>
<td>Central Detention</td>
<td>Extended detention</td>
<td>1 day – OSS</td>
</tr>
<tr>
<td>Threatening a peer</td>
<td>Maximum 10 days OSS, Possible police contact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DISCIPLINE – VIOLATIONS AND CONSEQUENCES**

*Any suspension of 10 days or more will result in a BOE Hearing*

This chart is a guideline of outcomes for these behaviors. The administration reserves the right to alter these consequences based on the facts presented in each individual case.

In addition to the consequences listed above, pupils will also be held to the two suspension policy and the athletic code of conduct.
2. The school responses to violations of behavioral expectations that are subject to student discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2 outlined in a Chart of Student Discipline shall be consistent with the Board's policies and regulations/procedures on attendance, pursuant to N.J.A.C. 6A:16-7.6 and harassment, intimidation, and bullying, pursuant to N.J.A.C. 6A:16-7.7.

3. The Principal or designee will maintain a list of community-based health and social service provider agencies available to support a student and a student's family, as appropriate, and a list of legal resources available to serve the community.

4. The Board of Education may deny participation in extra-curricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment.

5. Nothing in Policy and Regulation 5600 shall prevent the school administration from imposing a consequence for unacceptable student conduct not listed or included in a Chart of Student Discipline.

I. Student Conduct Away from School Grounds

1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.

a. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2.

b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 7.3, or 7.4.
2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

J. School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school in which the student is enrolled by submission of a completed written report that includes the name of the student, the school, and the student’s conduct.

2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.

3. The parent will be notified of the student’s reported conduct.

4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.

5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

K. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C 6A:14, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

L. Records
1. Instances of student discipline will be recorded in the student’s file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy and Regulation 8330.

2. When a student transfers to a public school district from another public school district, all information in the student’s record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), and N.J.A.C. 6A:32-7.5.

   a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.

   b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.

3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.

4. The Board shall not use a student’s past offenses on record to discriminate against the student.

5. All student disciplinary records pursuant to N.J.A.C. 6A:16-7 shall conform with the requirements set forth in N.J.A.C. 6A:16-7.8(d).

M. Annual Review

The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent’s designee will:
1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.

2. Convene a Student Discipline/Code of Conduct Committee comprised of parents, students, and community members that represent the composition of the district’s schools and community to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.

3. The Superintendent’s designee shall submit the Committee’s recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.

4. The Superintendent will review the Committee’s report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.

5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.

N. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

Approved: 22 October 2014