

Policy

GOALS AND OBJECTIVES

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

The Pride Academy Charter School curriculum will be distinguished by its emphasis and focus on its Core Values of Peace, Respect, Integrity, Determination and Empathy.

Each school year, Pride Academy Charter School students will be able to articulate the four steps of The PACS Learning Cycle (*questioning, seeking, understanding, responding*), an original higher order thinking model created by Pride Academy Charter School founders. Also, Pride Academy Charter School students will be able to correctly identify and label key skills as examples of The PACS Learning Cycle's four steps (*questioning, seeking, understanding, responding*).

Pride Academy Charter School students will be able to demonstrate application of The PACS Learning Cycle by scoring "proficient" on The PACS Learning Cycle application rubric for their ability to apply the four steps of The PACS Learning Cycle (*questioning, seeking, understanding, responding*) to a standardized grade-appropriate task, to subject-specific tasks and to a culminating collaborative inquiry-action project (Project Pride)..

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

A. All children should start school ready to learn.

1. Quality preschool opportunities shall be provided for all children, through collaboration between public schools and community agencies.
2. Parent education programs shall be designed and implemented by the district to assist parents in providing readiness experiences for their preschool children.

B. The promotion or graduation rate shall be at least 90 percent.

1. The district shall provide least restrictive, alternative programs for pupils who cannot succeed in the regular high school environment, including those students with disabilities.
2. The district shall provide dropout prevention programs for pupils at risk.

C. Pupils shall leave grades four, eight and 11-12 having demonstrated competency in challenging subject matter including language arts/literacy, mathematics, science, social studies, health and physical education, visual and performing arts and world languages.

1. The district shall implement the state-approved Core Curriculum Content Standards and appropriate

GOALS AND OBJECTIVES (continued)

assessments to enable pupils to succeed and to evaluate their performance.

2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor teaching staff members progress toward achievement of the required 100 clock hours of continuing education to ensure that they are obtaining and maintaining the skills to help all students achieve the Core Curriculum Content Standards.
- D. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
1. The district shall provide students with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills.
 2. All pupils shall demonstrate competency in the skills identified in the cross-content workplace readiness standards.
 3. All pupils shall demonstrate respect for racial, cultural, ethnic and religious diversity.
- E. All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world.
1. The district shall revise its curriculum offerings in science and mathematics according to state standards.
 2. The district shall provide staff training in the teaching of mathematics and science at grades K-12 to increase teachers' understanding of and ability to teach these subjects.
- F. Every adult shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
1. Adult education programs shall be increased in conjunction with other local districts, community colleges and other educational agencies, to provide greater opportunities for adults to continue learning for work skills, leisure pursuits, intellectual and cultural growth and to assist their children in learning.
 2. Business and industry shall be encouraged to collaborate with educational agencies to design and increase access to educational programs for adults, such as flex time, distance learning and interactive technology.
- G. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning.
1. The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.
 2. The district shall provide programs and staffing to deal with pupils at risk.
 3. The school and community shall expand their cooperative efforts to create drug and violence-free environments.
 4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

The board shall develop, in consultation with the chief school administrator and teaching staff members,

GOALS AND OBJECTIVES (continued)

a written educational plan for the district. This plan shall be reviewed and adopted annually and shall include:

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

Date:

Key Words

Instructional Goals and Objectives, Goals and Objectives in Instruction

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7A-10	Evaluation of performance of each school
	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:7F-1	
	through -34	Comprehensive Education Improvement
and Financing		Act
	<u>N.J.S.A.</u> 18A:331	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and Courses
	<u>N.J.S.A.</u> 18A:36A	Charter School Program Act of 1995
	<u>N.J.A.C.</u> 6A:11	Charter School Administrative Code
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-1.2	
	through -1.3, -2.1, -3.1, -4.4	
	<u>N.J.A.C.</u> 6A:9-15.1 <u>et seq.</u>	Required Professional Development for Teachers
	<u>N.J.A.C.</u> 6A:23-1.1 <u>et seq.</u>	Finance and Business Services
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:23-5.1 <u>et seq.</u>	
	<u>N.J.A.C.</u> 6A:26-1.1 <u>et seq.</u>	Educational Facilities
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions
	<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
<u>N.J.A.C.</u> 6A:32-12.2		School-level planning

GOALS AND OBJECTIVES (continued)

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

Manual for the Evaluation of Local School Districts

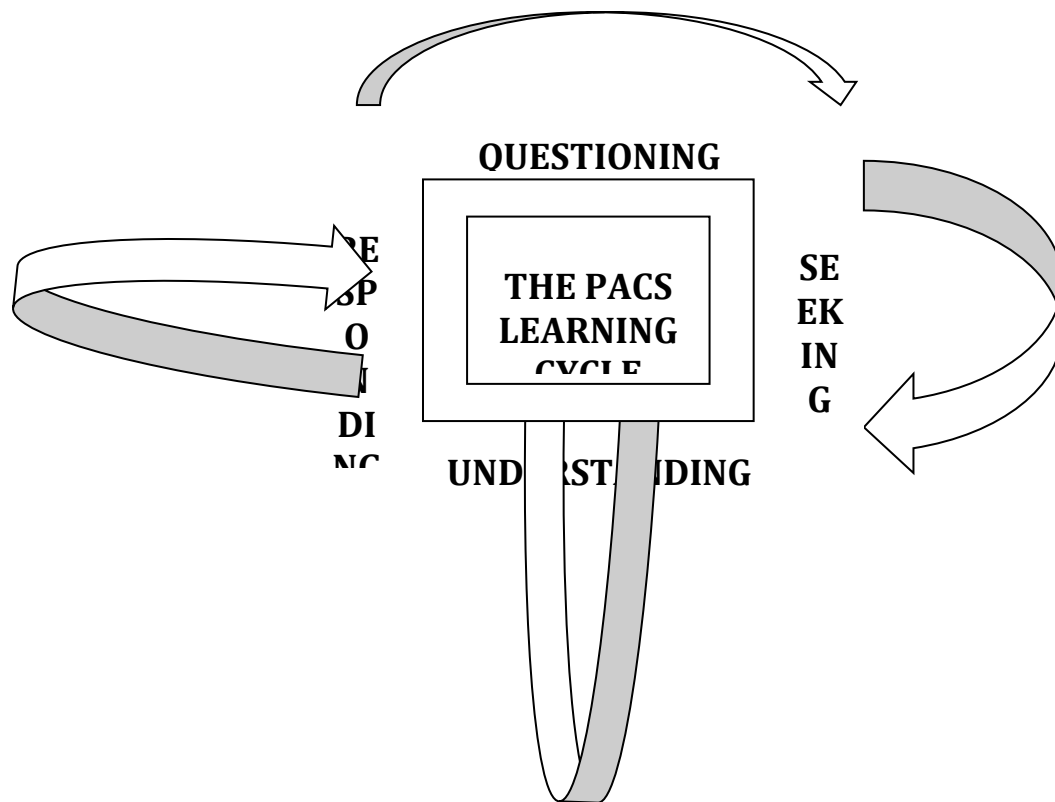
Possible**Cross References:**

*1100	Communicating with the public
*1120	Board of education meetings
*1230	Schoolconnected organizations
*1600	Relations between other entities and the district
*2131	Chief school administrator
*2240	Research, evaluation and planning
*3542	Food service
4010	Goals and objectives
*4111	Recruitment, selection and hiring
*4116	Evaluation
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4211	Recruitment, selection and hiring
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5113	Absences and excuses
*5120	Assessment of individual needs
*5124	Reporting to parents/guardians
6000	Concepts and roles in instruction
6011	Thorough and efficient/QEA
*6140	Curriculum adoption
*6141	Curriculum design/development
*6142	Subject fields
*6145	Extracurricular activities
*6147	Standards of proficiency
6152	Grouping
*6156	Instructional planning/scheduling
*6160	Instructional services and resources
*6162.4	Community resources
*6164.2	Guidance services
*6164.4	Child study team
*6171.1	Remedial instruction
*6171.2	Gifted and talented
*6171.4	Special education
*6300	Evaluation of the instructional program

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

Exhibit

GOALS AND OBJECTIVES



Date:

Policy

SCHOOL CALENDAR

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

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

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

The chief school administrator shall prepare the school calendar for board consideration in consultation with PACS teachers and administrators and the county superintendent. The board reserves the right to alter the school calendar when feasible and advisable in the best interests of the children of the district.

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

Date:

Key Words

School Calendar

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7F-9	Aid to school districts conditioned on compliance with rules and standards for equalization of opportunity; aid withheld for noncompliance
	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:25-3	Teaching, etc., on holidays not required
required	<u>N.J.S.A.</u> 18A:36-1	School year
determination	<u>N.J.S.A.</u> 18A:36-2	Times when schools are open; determination
	<u>N.J.S.A.</u> 18A:36A	Charter School Program Act of 1995
	<u>N.J.A.C.</u> 6A:11	Charter School Administrative Code
	<u>N.J.A.C.</u> 6A:14-4.1(c)	General requirements
	<u>N.J.A.C.</u> 6A:32-8.3	School attendance

SCHOOL CALENDAR (continued)

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

Possible

Cross References:

*2210 Administrative leeway in absence of board policy

*5113 Absences and excuses

*5127 Commencement activities

*6112 School day

*6114 Emergencies and disaster preparedness

*6146 Graduation requirements

*6171.4 Special education

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

Policy

SCHOOL DAY

The length of the school day and the length of periods of instruction at various levels shall be recommended by the chief school administrator and set by the board, and shall be in keeping with requirements of the state board of trustees.

The particular opening and closing hours for specific grades shall also be subject to board approval. The length of the school day shall be at least as long for students with disabilities as for nondisabled students.

The chief school administrator shall recommend for board approval the length of class periods and the frequency of instruction in individual subjects.

Staff shall not dismiss school for any part of the school day without the approval of the chief school administrator.

Date:

Key Words

School Day, Length of School Day

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

Manual for the Evaluation of Local School Districts**Possible**

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

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

Policy

EMERGENCIES AND DISASTER PREPAREDNESS

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

Plans and procedures shall include these elements:

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

The chief school administrator shall develop and provide an inservice training program for school staff to enable them to recognize and appropriately respond to crises, consistent with the district's plans, procedures and mechanisms for managing crises. The inservice program shall be reviewed and updated annually.

Fire Drills

Fire drills shall be held at least twice each month for all pupils. The chief school administrator may order a modification of the fire drills so that they may take the form of indoor drills or of rapid dismissals with outdoor clothing when low temperatures prevail.

Instructions for fire drills shall be formulated by the chief school administrator and disseminated to all staff.

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

Emergency Closings; Delayed Openings

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

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

EMERGENCIES AND DISASTER PREPAREDNESS (continued)Bomb Scares

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

Date:

Key Words

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

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:62	Instruction in accident and fire prevention
	<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:4012	Closing schools during epidemic
	<u>N.J.S.A.</u> 18A:41-1 <u>et seq.</u>	Fire drills and fire protection
	<u>N.J.S.A.</u> 18A:36A	Charter School Program Act of 1995
	<u>N.J.A.C.</u> 6A:11	Charter School Administrative Code
	<u>N.J.A.C.</u> 6A:16-1.4(a)14	District policies and procedures
	<u>N.J.A.C.</u> 6A:16-5.1 <u>et seq.</u>	School safety and security
	<u>N.J.A.C.</u> 6A:16-6.3	Reporting students or staff members to law enforcement agencies
	<u>N.J.A.C.</u> 6A:26-12.2	Policies and procedures for school facility operation
	<u>N.J.A.C.</u> 8:571.7	Reporting of diseases occurring in schools

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

Possible

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

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

Policy

CEREMONIES AND OBSERVANCES

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

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

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

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

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

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

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

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

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

Date:

Key Words

CEREMONIES AND OBSERVANCES (continued)

Ceremonies and Observances, Holidays, Patriotic Exercises

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:363	Display of and salute to flag; pledge of allegiance
	<u>N.J.S.A.</u> 18A:36-4	Period of silence (unconstitutional)
	<u>N.J.S.A.</u> 18A:366	Observance of flag day
	<u>N.J.S.A.</u> 18A:367	
	through 9	Designation of Arbor Day ...
	<u>N.J.S.A.</u> 18A:3610	
	through 12	Designation of Commodore Barry Day ...
	<u>N.J.S.A.</u> 18A:3613	Patriotic exercises preceding holidays
	<u>U.S.C.A. Const. Amends.</u> 1, 14	

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

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

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

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

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

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

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

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

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

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

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

Possible

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

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

Policy

NONDISCRIMINATION/AFFIRMATIVE ACTION

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

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

A. Curriculum content

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

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

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

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

B. Staff training

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

C. Pupil access

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

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

The chief school administrator will report to the board annually on continuing compliance.

Date:

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)Key Words

Affirmative Action, Nondiscrimination, Curriculum, Instructional Materials, Textbooks

- Legal References:**
- | | |
|---|---|
| <u>N.J.S.A.</u> 10:5-1 <u>et seq.</u> | Law Against Discrimination |
| <u>N.J.S.A.</u> 18A:4A-1 <u>et seq.</u> | New Jersey Commission on Holocaust Education |
| <u>N.J.S.A.</u> 18A:18A17 | Facilities for handicapped persons |
| <u>N.J.S.A.</u> 18A:35-1 | Course in history of the United States in high school |
| <u>N.J.S.A.</u> 18A:3620 | Discrimination; prohibition |
| <u>N.J.A.C.</u> 6A:7-1.1 <u>et seq.</u> | Managing for Equality and Equity in Education |
| <u>See particularly:</u> | |
| <u>N.J.A.C.</u> 6A:7-1.1,-1.4,-1.7,-1.9 | |
| <u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u> | Evaluation of the Performance of School Districts |
| <u>N.J.A.C.</u> 6A:32-12.1 | Reporting requirements |
| <u>N.J.A.C.</u> 6A:32-14.1 | Review of mandated programs and services |
| 20 <u>U.S.C.A.</u> 1681 <u>et seq.</u> - Title IX of the Education Amendments of 1972 | |
| 29 <u>U.S.C.A.</u> 794 <u>et seq.</u> - Section 504 of the Rehabilitation Act, of 1973 | |
| 20 <u>U.S.C.A.</u> 1401 <u>et seq.</u> - Individuals with Disabilities Education Act (IDEA) | |
| 42 <u>U.S.C.A.</u> 12101 <u>et seq.</u> - Americans with Disabilities Act (ADA) | |
| No Child Left Behind Act of 2001, Pub. L. 107-110, 20 <u>U.S.C.A.</u> 6301 <u>et seq.</u> | |
| <u>Gebser v. Lago Vista Indep. School Dist.</u> 524 <u>U.S.</u> 274 (1998) | |
| <u>Davis v. Monroe County Bd. of Ed.</u> 526 <u>U.S.</u> 629 (1999) | |
| <u>Manual for the Evaluation of Local School Districts</u> | |
| The Comprehensive Equity Plan, New Jersey State Department of Education | |

Possible

- Cross References:**
- | | |
|--------------|--|
| *2224 | Nondiscrimination/affirmative action |
| *4111.1 | Nondiscrimination/affirmative action |
| *4131/4131.1 | Staff development; inservice education/visitations/conferences |
| *4211.1 | Nondiscrimination/affirmative action |
| *4231/4231.1 | Staff development; inservice education/visitations/conferences |
| *5134 | Married/pregnant pupils |
| *5145.4 | Equal educational opportunity |
| *6140 | Curriculum adoption |
| *6141 | Curriculum design/development |
| *6142.4 | Physical education and health |
| *6145 | Extracurricular activities |
| *6161.1 | Guidelines for evaluation and selection of instructional materials |
| *6163.1 | Media center/library |

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

*6164.2	Guidance services
*6171.4	Special education

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

Policy

ARTICULATION

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

The chief school administrator shall develop programs whereby teachers at the various grades of the charter school cooperate to achieve smooth transitions from grade to grade; whereby pupils in the charter school receive instruction in the same subjects at the same levels as pupils in other school districts who will be attending the same high schools schools later in life; and whereby the transition for district pupils from grade to grade is accomplished without unnecessary difficulty for any pupil.

Further, the chief school administrator will make every effort to develop a similar relationship with other schools that may be sending students to the charter school.

When appropriate, the board shall make reasonable efforts to develop articulation agreements with New Jersey colleges and universities.

Date:

Key Words

Articulation

<u>Legal References:</u>	N.J.S.A. 18A:36A	Charter School Program Act of 1995
	N.J.A.C. 6A:11	Charter School Administrative Code
	N.J.A.C. 6A:81.3	Definitions
	N.J.A.C. 6A:8-3.1	Curriculum and instruction
	N.J.A.C. 6A:8-3.3	Enrollment in college courses

Manual for the Evaluation of Local School Districts**Possible**

<u>Cross References:</u>	*1600	Relations between other entities and the district
	*2131	Chief school administrator
	*5118	Nonresidents
	*6140	Curriculum adoption

ARTICULATION (continued)

- *6141 Curriculum design/development
- *6142 Subject fields
- *6143 Curriculum guides
- *6178 Early childhood education/preschool

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

Policy

CURRICULUM ADOPTION

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

- A. Adopt those courses of study mandated by the state in a form acceptable to the state department of education. Such courses must include the Core Curriculum Content Standards adopted by the state board of education;
- B. Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the state department of education and within the financial means of the district;
- C. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Project Pride will be an experiential educational tool to reinforce the interconnectedness of community to all stakeholders at Pride Academy Charter School. Project Pride, a year-long grade-level inquiry and performance project, will challenge all students to investigate and actively respond to an issue in one of the four areas which impact communities: health, violence, poverty, and education. Units of study and essential questions focusing on these big idea themes will be developed that are aligned with the NJCCCS and that directly address issues of equity and social justice.

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

The board directs that the curriculum of this charter school:

- A. Be consistent with written goals, objectives and identified pupil needs;
- B. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
- C. Provide for continuous learning through effective articulation;
- D. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
- E. Provide all pupils guidance and counseling to assist in career and academic planning;
- F. Provide a continuum of educational programs and services for pupils with disabilities, pursuant to law and regulation;
- G. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
- H. Provide all pupils equal educational opportunity, pursuant to law and regulation;

CURRICULUM ADOPTION (continued)

- I. Provide career awareness and vocational education, pursuant to law and regulation;
- J. Provide educational opportunities for exceptionally gifted and talented pupils.

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

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

When adopting curriculum, the board members will consider the charter application as approved by NJDOE, noting that "The development and delivery of a rigorous research-based, multicultural curriculum designed to facilitate and increase student achievement that is aligned to the NJCCCS and Cross Content Workplace Readiness Standards, tailored to accommodate the needs of diverse and special needs learners, imbued with the Pride values and PACS Learning Cycle steps, and driven by analysis of student assessment results."

Date:

Key Words

Curriculum Adoption, Adoption of Curriculum, Core Proficiencies, Curriculum

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:425	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:29A-1 <u>et seq.</u>	Teacher recognition
	<u>N.J.S.A.</u> 18A:331	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:36A	Charter School Program Act of 1995
	<u>N.J.A.C.</u> 6A:11	Charter School Administrative Code
	<u>N.J.A.C.</u> 6A:81.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-3.1, -5.1	
	<u>N.J.A.C.</u> 6A:14-4.1	General requirements
	<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual education
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:15-1.3, -1.4, -1.5	
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions

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CURRICULUM ADOPTION (continued)**Possible****Cross References:**

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

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

Policy

CURRICULUM DESIGN/DEVELOPMENT

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

The chief school administrator shall establish procedures for curriculum development that ensure the effective participation of teaching staff members; pupils, as appropriate to their age and grade; parents/guardians; the community; members of the board; and the use of all available resources.

Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.

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

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

- A. Does it address an identified pupil need?
- B. Is it relevant to the board's philosophy and goals and does it offer real possibilities for progress toward these goals?
- C. Does it satisfy the requirements of the board's school and classroom practices regarding bias and stereotyping?
- D. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
- E. Does it include measures for determining progress?
- F. Does it address the necessary study skills?
- G. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
- H. Has a curriculum guide been completed? If not, when can it be expected?
- I. Have the accompanying textbooks been recommended to the board?
- J. Have the costs and time of implementation been reviewed, including inservice training?

CURRICULUM DESIGN/DEVELOPMENT (continued)

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

Date:

Key Words

Curriculum, Curriculum Design/Development

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

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

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Possible

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

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

Policy

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

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

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

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

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

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

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

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

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

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

Date:

Key Words

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS (continued)

Religious Beliefs, Holiday, Religious Symbols

Legal References:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Possible**Cross References:**

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

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

Policy

SUBJECT FIELDS

The board of trustees directs that the charter school offer a comprehensive curriculum to provide for the intellectual, social and emotional growth of all pupils, grades 5-8, giving them the basic body of skills, understandings, attitudes and knowledge needed for living in a democracy.

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

The chief school administrator shall direct development of and present to the board for adoption a written curriculum for each element of the instructional program for the district to include:

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

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

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

Date:

Key Words

Curriculum, Courses, Subject Fields

Legal References:

N.J.S.A. 18A:62

N.J.S.A. 18A:63

N.J.S.A. 18A:7C5

N.J.S.A. 18A:331

N.J.S.A. 18A:35-1 et seq.

N.J.S.A. 18A:354.6
through 4.8

N.J.A.C. 6A:8-3.1

Instruction in accident and fire prevention

Courses in constitution of United States

Board of education to provide policy on graduation to students and parents

District to furnish suitable facilities; adoption of courses of study

Curriculum and courses

Parents Right to Conscience Act of 1979

Curriculum and instruction

SUBJECT FIELDS (continued)

<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
<u>N.J.A.C. 6A:9-1.1 et. seq.</u>	Professional Licensure and Standards
<u>See particularly:</u>	
<u>N.J.A.C. 6A:9-5, -6, -8, -9, -11, -13, -15</u>	
<u>N.J.A.C. 6A:143.7</u>	Individualized education program
<u>N.J.A.C. 6A:144.1</u>	General requirements
<u>N.J.A.C. 6A:301.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:32-2.1</u>	Definitions
<u>N.J.A.C. 6A:3212.2</u>	School-level planning

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

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

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Possible**Cross References:**

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

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

Policy

FAMILY LIFE EDUCATION

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

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

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

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

The board of trustees alone, upon recommendation of the chief school administrator, shall determine the content, sequence and materials of family life education.

Date:

Key Words

Family Life Education

Legal References:

<u>N.J.S.A.</u> 18A:354.6 through 4.8	Parents Right to Conscience Act of 1979
<u>N.J.S.A.</u> 18A:354.19 through 4.22	"AIDS Prevention Act of 1999"
<u>N.J.A.C.</u> 6A:8-3.1	Curriculum and instruction
<u>N.J.A.C.</u> 6A:8-4.2	Documentation of student achievement
 <u>N.J.A.C.</u> 6A:32-12.1	 Reporting requirements

FAMILY LIFE EDUCATION (continued)

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

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

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Possible

Cross References:

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

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

Policy

ENGLISH AS A SECOND LANGUAGE; BILINGUAL PROGRAMS

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

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

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

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

All district high school students of limited English proficiency shall satisfy both state and district requirements for graduation, except that any LEP student may demonstrate attainment of state minimum levels of proficiency through passage of the Special Review Assessment process in his/her native language and an English fluency assessment approved by the Department of Education or passage of the SRA process in English with appropriate accommodations.

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

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

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

Pupils enrolled in district bilingual or ESL programs shall be assessed annually for exit from such

ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)

programs, using indicators described in the administrative code. Whenever it is determined that a pupil should exit from the bilingual program, parents/guardians shall be notified by mail.

Parents/guardians may remove a pupil who is enrolled in a bilingual education program at any time; except that during the first three years of the pupil's participation in a bilingual education program, he/she may only be removed at the end of each school year. Removal prior to the end of the school year shall be approved by the county superintendent. If the county superintendent determines that the pupil should remain in the bilingual education program until the end of the school year, the parents/guardians may appeal that decision to the commissioner of education/designee pursuant to law. The commissioner shall render a decision within 30 days of the filing of the appeal.

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

Date:

Key Words

English As a Second Language, Bilingual Programs, ESL

<u>Legal References:</u>	<u>N.J.S.A. 18A:3515 et seq.</u>	Bilingual education programs
	<u>N.J.A.C. 6A:5-1.1 et seq.</u>	Regulatory Equivalency and Waiver
	<u>N.J.A.C. 6A:84.1</u>	Statewide assessment system
	<u>N.J.A.C. 6A:85.1</u>	Graduation requirements
	<u>N.J.A.C. 6A:9-1.1 et seq.</u>	Professional Licensure and Standards
	See particularly:	
	<u>N.J.A.C. 6A:9-11.4, -11.5</u>	
	<u>N.J.A.C. 6A:15-1.1 et seq.</u>	Bilingual Education
	See particularly:	
	<u>N.J.A.C. 6A:15-1.4</u>	
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
	See particularly:	
	<u>N.J.A.C. 6A:30-2.2</u>	
	<u>N.J.A.C. 6A:322.1</u>	Definitions
	<u>N.J.A.C. 6A:3212.1</u>	Reporting requirements
	<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services

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

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ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)

Possible

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

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

5/06

6142-2

Policy

PHYSICAL EDUCATION AND HEALTH

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

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

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

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

Date:

Key Words

Nondiscrimination, Physical Education, Health, Affirmative Action

Legal References:

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

See particularly:

N.J.S.A. 18A:6-113 Instruction in suicide prevention in public school curriculum

N.J.S.A. 18A:354.19

through -4.22 "AIDS Prevention Act of 1999"

N.J.S.A. 18A:355

through 9 Maintenance of physical training courses; features ...

N.J.A.C. 6A:7-1.7 Equality in school and classroom practices

N.J.A.C. 6A:83.1 Curriculum and instruction

N.J.A.C. 6A:8-5.1 Graduation requirements

PHYSICAL EDUCATION AND HEALTH (continued)

<u>N.J.A.C.</u> 6A:9-5.19	Athletics Personnel
<u>N.J.A.C.</u> 6A:9-11.8	Health and physical education
<u>N.J.A.C.</u> 6A:32-9.1	Athletics Procedures
<u>N.J.A.C.</u> 6A:16-2.1 <u>et seq.</u>	General Provisions for School Health Services
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:16-2.2	

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

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The Comprehensive Equity Plan, New Jersey State Department of Education

Possible**Cross References:**

*2224	Nondiscrimination/affirmative action
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6142	Subject fields
*6145.1/6145.2	Intramural competition; interscholastic competition
*6146	Graduation requirements

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

Policy

BASIC SKILLS

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

The chief school administrator shall work with staff to:

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

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

Date:

Key Words

Basic Skills, Remedial Education

Legal References: N.J.S.A. 18A:354.9 Pupil promotion and remediation; policies and procedures

N.J.A.C. 6A:81.1 et seq. Standards and Assessment

See particularly:

N.J.A.C. 6A:8-3.1, -4.1

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

HawkinsStafford Elementary and Secondary Schools Improvement Amendments of 1988 (P.L. 100297)

Possible

Cross References:

- *6122 Articulation
- *6140 Curriculum adoption
- *6141 Curriculum design/development
- *6142 Subject fields
- *6142.2 English as a second language; bilingual/bicultural
- *6146 Graduation requirements
- *6171.1 Remedial instruction

BASIC SKILLS(continued)

- *6171.3 At-risk and Title 1
- *6171.4 Special education

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

Policy

ARTS

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

Date:

Key Words

Art Curriculum, Arts

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

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Possible

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

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

<u>X</u>	Monitored
<u>X</u>	Mandated
<u>X</u>	Other Reasons

Policy

TECHNOLOGY

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

ACCEPTABLE USE OF THE INTERNET

Purpose

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

Limitation of Liability

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

District Rights and Responsibilities

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

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

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

Access to the System

This acceptable use policy shall govern all use of the system. Sanctions for student misuse of the system shall be included in the disciplinary code for students, as set out in regulations for policy 5131 Conduct/discipline. Employee

TECHNOLOGY (continued)

misuse may result in appropriate discipline in accord with the collective bargaining agreement and applicable laws and regulations.

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

World Wide Web

All students and employees of the board shall have access to the Web through the charter school's networked or stand alone computers. An agreement (shall/shall not) be required. To deny a child access, parents/guardians must notify the building principal in writing.

Classroom E-mail Accounts

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

Individual E-mail Accounts for Students

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

Individual E-mail Accounts for District Employees

School employees shall be provided with an individual account and dial-up access to the system. An agreement may be required by the CSA.

Supervision of Students

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

District Web Site

The board authorizes the chief school administrator to establish and maintain a charter school web site. The purpose of the web site will be to inform the charter school educational community of the charter school's programs, policies and practices. Individual classes may also establish web sites that include information on the activities of that class. The CSA shall oversee these web sites.

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

Parental Notification and Responsibility

TECHNOLOGY (continued)

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

Acceptable UseStudent Safety Practices

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

Prohibited Activities

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

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

Users shall not use the charter school's system to engage in illegal activities.

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

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

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

Prohibited Language

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

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

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

System Security

TECHNOLOGY (continued)

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

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

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

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

System Limits

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

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

Privacy Rights

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

Users shall not publish private information about another individual.

Implementation

The chief school administrator shall prepare regulations to implement this policy, as needed.

Date:

Key Words

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

Legal References:

N.J.S.A. 2A:38A-1 et seq.

N.J.S.A. 2C:20-25

N.J.S.A. 18A:7A-11

N.J.S.A. 18A:36-35

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

17 U.S.C. 101

47 U.S.C. 254(h)

Computer System

Computer Related Theft

Annual report of local school district; contents;

annual report of commissioner; report on

improvement of basic skills

School Internet websites; disclosure of certain student

information prohibited

Evaluation of the Performance of School Districts

United States Copyright Law

Children's Internet Protection Act

TECHNOLOGY (continued)N.J. v. T.L.O. 469 U.S. 325 (1985)O'Connor v. Ortega 480 U.S. 709 (1987)No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.Manual for the Evaluation of Local School Districts**Possible****Cross References:**

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

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

Policy

CAREER EDUCATION

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

Career Education and Counseling

The board shall develop and implement a comprehensive guidance and academic counseling program for all students to facilitate career awareness, exploration, and preparation. This program shall:

- A. Be linked to the Core Curriculum Contents Standards;
- B. Be infused throughout the curriculum;
- C. Be supported by professional development programs;
- D. Take into consideration the academic, career and personal/social development of the student; and
- E. Ensure that students with disabilities (age 14 or younger), if determined appropriate by IEP, have career and academic counseling coordinated with transitional services in accordance with N.J.A.C. 6A:14-3.7.

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

- A. Are integrated with technological literacy;
- B. Provide all students with an understanding of the career application of knowledge and skills learned in the classroom; and
- C. Provide all students with the opportunity to apply knowledge and skills learned in the classroom to real or simulated career challenges.

The board will develop and implement for all students a system of career development activities that:

- A. Offers the opportunity to explore career interests within, but not limited to, arts and humanities; business and information systems; mathematics, science and technology; and health and human services;
- B. Addresses district resources, community needs and student interest;
- C. Allows the board to select an appropriate delivery format that may include an integrated curriculum based on the Core Curriculum Content Standards or specialized programs that reflect the needs of students and the community; and
- D. Instills the concept of the need for continuous learning throughout one's life.

CAREER EDUCATION (continued)

Date:

Key Words

Career Education, Vocational-technical Education

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:3836	Employment certificates to parttime pupils
	<u>N.J.S.A.</u> 18A:4012.1, 12.2	Protective eye devices required for teachers, pupils and visitors in certain cases
	<u>N.J.S.A.</u> 18A:5420	Powers of board (county vocational schools)
	<u>N.J.S.A.</u> 18A:54E-1 through -5	Business and school partnerships
	<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practices
	<u>N.J.A.C.</u> 6A:8-2.2	Authority for the state plan for vocational education
	<u>N.J.A.C.</u> 6A:8-3.2	Career education and counseling
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:9-1.1 <u>et seq.</u>	Professional Licensure and Standards
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:911.2, -13.19 through -13.22	
	<u>N.J.A.C.</u> 6A:19-1.1 <u>et seq.</u>	Vocational – Technical Education Programs and Standards
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:191.2, -2.6, -3.1, 5.1, -6.1, -6.7, -6.8, -10.2	
	<u>N.J.A.C.</u> 6A:23-3.3	Method of determining tuition rates for county vocational schools
	<u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u>	Operation and Maintenance of Facilities
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:26-12.2, -12.5	
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:3212.1	Reporting requirements
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

Manual for the Evaluation of Local School Districts

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

Possible

<u>Cross References:</u>	*3220/3230	State funds; federal funds
	*3516	Safety

CAREER EDUCATION (continued)

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

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

Policy

HIV PREVENTION EDUCATION

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

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

The chief school administrator shall ensure that the information presented as a part of the HIV prevention education program is articulated in such a way that transition from grade to grade to the material will be appropriate for all pupils.

The chief school administrator shall be responsible for the preparation and development of an HIV prevention education program, with active consultation and participation of advisors such as teachers, administrators, parents/guardians, pupils (as appropriate), school nurse, physicians, members of social and health service agencies, members of the clergy and representative members of the community. An advisory committee is an effective means used by districts when the law specifies that curriculum be developed through appropriate consultation and participation of groups and individuals. The board may appoint the advisors to be members of an official committee upon the recommendation of the chief school administrator. The advisory committee if so constituted shall be responsible for reviewing the instructional program and all materials to be used and, through the chief school administrator, of recommending same for board adoption.

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

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

The board of trustees alone, upon the recommendation of the chief school administrator, shall determine the content, sequence, and materials of the HIV prevention education program. The board shall ensure compliance with all requirements of state and federal law concerning the content of the curriculum and distribution of materials.

Date:

Key Words

AIDS, HIV Prevention Education

Legal References: N.J.S.A. 18A:331

District to furnish suitable facilities; adoption of courses of

HIV PREVENTION EDUCATION (continued)

	study
<u>N.J.S.A.</u> 18A:354.7	Parents statement of conflict with conscience
<u>N.J.S.A.</u> 18A:35-4.19	"AIDS Prevention Act of 1999"
through-4.22	
<u>N.J.S.A.</u> 26:5c-1 <u>et seq.</u>	Acquired Immune Deficiency Syndrome
<u>N.J.A.C.</u> 6A:8-3.1(d)	Curriculum and instruction
<u>N.J.A.C.</u> 6A:16-2.1(a)7	Health services policy and procedural requirements
<u>N.J.A.C.</u> 8:61-1.1 <u>et seq.</u>	Participation and Attendance at School by Individuals with HIV Infection
<u>N.J.A.C.</u> 12:100-4.2	Safety and Health Standards for Public Employees (Adoption by reference)

29 CFR 19910.1030 - Bloodborne Pathogen Standard

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

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

Possible**Cross References:**

*1220	<u>Ad hoc</u> advisory committees
*4131/4131.1	Staff development; inservice education/visitations/conferences
*5124	Reporting to parents/guardians
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5141	Health
*5141.2	Illness
*5145.4	Equal educational opportunity
*6122	Articulation
*6140	Curriculum adoption
*6141	Curriculum design/development
*6142	Subject fields
*6142.1	Family life education
*6142.4	Physical education and health
*6144	Controversial issues
*6146	Graduation requirements
*6161.2	Complaints regarding instructional materials
*6300	Evaluation of the instructional program

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

Policy

CURRICULUM GUIDES

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

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

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

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

Date:

Key Words

Curriculum, Curriculum Guides, Subject Fields

<u>Legal References:</u>	<u>N.J.A.C. 6A:8-1.3</u>	Definitions
	<u>N.J.A.C. 6A:82.1 et seq.</u>	The Core Curriculum Content Standards
	<u>N.J.A.C. 6A:83.1 et seq.</u>	Implementation of the Core Curriculum Content Standards
	<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts**Possible**

<u>Cross References:</u>	*6122	Articulation
	*6140	Curriculum adoption

CURRICULUM GUIDES (continued)

- *6141 Curriculum design/development
- *6142 Subject fields
- *6142.2 English as a second language; bilingual/bicultural
- *6147 Standards of proficiency

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

Policy

LESSON PLANS

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

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

The CSA shall check lesson plans on a regular basis.

Date:

Key Words

Lesson Plans, Curriculum Guides, Curriculum

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:5420	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:82.1 <u>et seq.</u>	The Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:83.1 <u>et seq.</u>	Implementation of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts**Possible**

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

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

Policy

CONTROVERSIAL ISSUES

The school provides opportunities for the study of controversial issues.

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

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

By refraining from expressing personal views before and during the period of research and study, the teacher encourages the pupils to search after truth and to think for themselves. The development of an ability to meet issues without prejudice and to withhold judgments while facts are being collected, assembled, and weighed, and relationships seen before drawing inferences or conclusions is among the most valuable outcomes of a free educational system.

Pupils must be guaranteed the right to:

- A. Study any controversial issue which has political, economic, or social significance and concerning which (at his/her level) he/she should begin to have an opinion;
- B. Have free access to all relevant information, including the material that circulates freely in the community;
- C. Study under competent instruction in an atmosphere free from bias and prejudice;
- D. Form and express his/her own opinions on controversial issues without thereby jeopardizing his/her relations with the teacher or the school.

If teachers wish to supplement the course guide with material that may be of a controversial nature, i.e., subject to interpretation as obscene, profane, doctrinaire or inappropriate, each in relation to the maturity level of the class, they should review the material with the chief school administrator first. In doubtful cases, the chief school administrator may present the matter for board consideration.

In determining speakers to be invited for a class or school-wide program, the teacher must have the approval of the CSA; both the teacher and the CSA must consider whether:

- A. The speaker is controversial for any reason;
- B. The topic is controversial, or sensitive, or known to arouse strong community feelings;

Policy

EXTRACURRICULAR ACTIVITIES

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

The purpose of extracurricular activities shall be:

- A. To develop useful new capabilities in pupils that can lead to extension of career opportunities;
- B. To develop pupil initiative and provide for the exercise of responsibility;
- C. To develop leadership capabilities and good organizational skills;
- D. To aid pupils in the social skills;
- E. To enable pupils to explore a wider range of individual interests than might be available in the regular program.

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

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

The chief school administrator shall prepare procedures to implement an extracurricular program which shall:

- A. Assess the needs and interests of the pupils of the charter school;
- B. Ensure the provision of competent guidance and supervision by staff;
- C. Guard against the exploitation of pupils;
- D. Provide for a variety of experiences and a diversity of organizational models;
- E. Provide for the continuing evaluation of the extracurricular program and staff;
- F. Ensure that all extracurricular activities are open to all eligible pupils and that all pupils are fully informed of the opportunities open to them.

The guidance goal for each pupil shall be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians and the pupil. Guidance is necessary to encourage nonparticipants, and to prevent the overenthusiastic from emphasizing activities at the cost of their academic performance.

EXTRACURRICULAR ACTIVITIES (continued)

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

No activity shall be considered to be under the sponsorship of this board unless it has been approved by the board on recommendation of the chief school administrator. Fundraising activities of extracurricular groups must be approved by the board.

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

Good Disciplinary Standing

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

- A. When a pupil already participating in an extracurricular activity is reported for an infraction of the rules for pupil conduct, the principal may seek staff input or appoint a staff committee to consider whether the pupil shall be removed from any or all extracurricular activities.
- B. If a pupil was in bad disciplinary standing the previous term, the principal may seek staff input or refer the matter to a staff committee to determine whether the pupil shall be permitted to participate during the current term.

Good Academic Standing

Continuing good academic standing requires maintenance of passing grades in all subjects during the current year.

A pupil who begins the year not in good academic standing, who maintains a passing grade in every subject may request consideration to participate in extracurricular activities at the beginning of the second semester.

Attendance

The district's attendance policy shall also apply.

Implementation

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

Date:

Key Words

EXTRACURRICULAR ACTIVITIES (continued)

Extracurricular Activities, Cocurricular Activities, Student Activities, Pupil Activities

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:11-3 Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
N.J.S.A. 18A:19-14 Funds derived from pupil activities

N.J.S.A. 18A:35-20
 Participation in courses in which verbalization unessential

to understanding of subject

matter; location of and children

in bilingual programs

N.J.S.A. 18A:42-5, -6 Certain student organizations declared harmful ...
N.J.S.A. 34:13A-1 et seq. New Jersey Employer-Employee Relations Act

N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity
 in Education

N.J.A.C. 6A:8-3.2
 Career education and counseling

N.J.A.C. 6A:9-5.19
 Athletics personnel

N.J.A.C. 6A:16-2.2
 Required health services

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-9.1 et seq. Athletics Procedures
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

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

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

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

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

NJSIAA Constitution, Bylaws, Rules and Regulations

Manual for the Evaluation of Local School Districts

Possible

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

EXTRACURRICULAR ACTIVITIES (continued)

4143	Extra pay for extra work
*5113	Absences and excuses
*5126	Awards for achievement
*5131	Conduct/discipline
*5136	Fund-raising activities
5143	Insurance
*5145.4	Equal educational opportunity
*6010	Goals and objectives
*6142	Subject fields
6142.5	Travel and exchange programs
*6142.12	Career education
*6145.1/6145.2	Intramural competition; interscholastic competition
6145.4	Public performances and exhibitions
6145.5	Student organizations
6145.7	Social events/meetings
*6146	Graduation requirements
*6153	Field trips

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

X Monitored
 X Mandated
 X Other Reasons

Policy

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

The board looks at any competitive extracurricular activities academic, artistic and athletic—as being valuable if made an integral part of the total educational program. Competitive activities shall be under the same administration and control as the rest of the school program and closely articulated with it. Athletic training and skills will be important when students transition into high school.

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

The board shall approve all proposed interscholastic competition, either as a schedule or as a discrete event, whichever is appropriate. The board must approve membership in any leagues, associations and conferences, and any agreements with other schools for a series of games or events. Contests of any kind shall also be approved by the chief school administrator.

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

Public recognition shall be given to participants in academic or artistic competitions in the same measure as to athletic competitors. The district's affirmative action resolution and plan for equity in school and classroom practices shall apply to determining eligibility for competition, approval of each competitive activity in which pupils officially represent the district, and district expenditure to provide facilities and coaches.

Parental Consent

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

Academic Eligibility

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

Attendance Standards

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

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

Disciplinary Standards

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

Special Education Pupils

To participate in interscholastic competition, special education pupils must meet the same requirements listed above in conformity with IEPs.

Physical Eligibility

All pupils in grades 5-8 participating in intramural or interscholastic athletics must be given a medical examination within 365 days prior to the first practice session, with a health history update if the examination was completed more than 60 days prior to the first practice session of the first sport participated in. The medical examination shall be given at the student's medical home, as defined in file code 5141.3 Health examinations and immunizations. If a student does not have a medical home, the school physician shall conduct the medical examination. Examinations shall be made available throughout the school year consistent with the district athletic schedule. The examination shall be documented on the form approved by the commissioner of education and include, as a minimum, the components listed in the administrative code. In the event a private physician is used, the medical examination shall not be at the expense of the board of trustees.

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

The chief school administrator shall present to the board for adoption procedures for administration of the required medical examination. The procedures for the medical examination to determine the fitness of a pupil to participate in athletics shall include a form for a medical history to be filled out and returned by a parent/guardian and a form to be filled out by the examining physician.

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

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

1. Has been medically advised not to participate in any sport, and the reason for such advice;
2. Is under a physician's care and the reasons for such care;
3. Has experienced loss of consciousness after an injury;
4. Has experienced a fracture or dislocation;
5. Has undergone any surgery;
6. Takes any medication on a regular basis, the names of such medication and the reasons for such

INTRAMURAL COMPETITION;

INTERSCHOLASTIC COMPETITION (continued)

medication;

7. Has allergies including hives, asthma and reaction to bee stings;
8. Has experienced frequent chest pains or palpitations;
9. Has a recent history of fatigue and undue tiredness;
10. Has a history of fainting with exercise;
11. Has a history of family members dying suddenly.

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

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

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

Insurance

The board will cover each participant in sports with insurance coverage as recommended by the current insurance carrier, the insurance advisor and chief school administrator.

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

Good Sportsmanship

The board believes that instilling habits of good sportsmanship should be one of the primary goals of athletic endeavors and that all district employees should model good behaviors in this area. Parents/guardians and other adult spectators shall also be encouraged to act as models for young people by demonstrating self-control and dignity at all athletic events.

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

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

The chief school administrator shall prepare regulations on good sportsmanship and ensure their dissemination to students, parents/guardians and the community.

Date:

Key Words

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

<u>Legal References:</u>	<u>N.J.S.A. 5:171 et seq.</u>	Athletic code of conduct permitted; "youth sports event" defined...
	<u>N.J.S.A. 18A:113</u>	Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
	<u>N.J.S.A. 18A:262.1 et al.</u>	Supervisory certificate required for appointment as director of athletics
	<u>N.J.S.A. 18A:3620</u>	Discrimination; prohibition
	<u>N.J.S.A. 18A:40A-1 et seq.</u>	Substance abuse
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:40A9, 10, 11</u>	
	<u>N.J.S.A. 18A:422</u>	School orchestra not to compete with civilian musicians; exceptions
	<u>N.J.S.A. 18A:431</u>	Accident insurance for pupils authorized
	<u>N.J.A.C. 6A:7-1.4</u>	Responsibilities of the district board of education

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

<u>N.J.A.C.</u> 6A:71.7	Equality in school and classroom practices
<u>N.J.A.C.</u> 6A:9-5.19	Athletics personnel
<u>N.J.A.C.</u> 6A:16-1.4(a)6	District policies and procedures
<u>N.J.A.C.</u> 6A:16-2.1 <u>et seq.</u>	General Provisions for School Health Services
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:16-2.2	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-9.1 <u>et seq.</u>	Athletic Procedures
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:32-9.1(c), -9.1(d), -9.1(f)	
<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

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

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

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

NJSIAA Constitution, Bylaws, Rules and Regulations

Manual for the Evaluation of Local School Districts

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

Cross References:

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

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

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

Policy

PUBLICATIONS

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

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

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

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

The superintendent shall:

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

Web Sites

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

Date:

Key Words

Publications, Student Publications

PUBLICATIONS (continued)

<u>Legal References:</u>	<u>N.J.S.A. 18A:111</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:3635</u>	School Internet web sites; disclosure of certain student information prohibited
	<u>N.J.S.A. 18A:5420</u>	Powers of boards (county vocational schools)
	<u>N.J.A.C. 6A:8-3.1 et seq.</u>	Implementation of the Core Curriculum Content Standards

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

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

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

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

Possible

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

*Indicates policy is included in the Critical Policy Reference Manual

Policy

GRADUATION REQUIREMENTS

In order to be graduated from the charter school into high school, a pupil must:

- A. Meet both state and district proficiency standards in the core curriculum content areas;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the state board of education;

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

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

Basic Skills

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

Pupils with Limited English Proficiency

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

Special Education Pupils

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

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

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

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

GRADUATION REQUIREMENTS (continued)

Date:

Key Words

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

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:425	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:7C1	Commissioner of education to develop a program of standards and guidelines
	<u>N.J.S.A.</u> 18A:7C2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:7C4.1	Operation Recognition; purpose; eligibility; application procedure
	<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
	<u>N.J.S.A.</u> 18A:7F-4	Periodic review of curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil
	<u>N.J.S.A.</u> 18A:7F-29	Academic achievement reward program
	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:3617	Credit of seniors in active military and naval service, etc.
	<u>N.J.A.C.</u> 6:303.7	Graduation
	<u>N.J.A.C.</u> 6A:81.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-1.2,-2.1,-3.1,-3.3,-4.1,-4.2,-4.3,-5.1,-5.2	
	<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
	<u>N.J.A.C.</u> 6A:14-4.12	Graduation
	<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for limited English proficient Students
	<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions
	<u>N.J.A.C.</u> 6A:32-12.1 <u>et seq.</u>	Annual Reporting and Planning Requirement
	<u>N.J.A.C.</u> 6A:32-13.1 <u>et seq.</u>	Student Behavior
	<u>N.J.A.C.</u> 6A:32-14.1 <u>et seq.</u>	State and Federally Mandated Programs and

Services

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

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

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GRADUATION REQUIREMENTS (continued)**Possible****Cross References:**

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

*Indicates policy is included in the Critical Policy Reference Manual

Policy

PROMOTION/RETENTION

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

The chief school administrator shall direct development of and the board shall adopt detailed standards and regulations to govern progress of pupils through levels 5-8. These shall include:

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

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

Date:

Key Words

Promotion, Retention, Bilingual

Legal References:

<u>N.J.S.A.</u> 18A:424	Determining efficiency of schools; report to state board
<u>N.J.S.A.</u> 18A:7C2	Boards of education; establishment of standards
<u>N.J.S.A.</u> 18A:354.9	Pupil promotion and remediation; policies and procedures
<u>N.J.A.C.</u> 6A:84.1	Statewide assessment system
<u>N.J.A.C.</u> 6A:8-4.2	Documentation of student achievement
<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

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

PROMOTION/RETENTION (continued)

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

Manual for the Evaluation of Local School Districts

Possible

Cross References:

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

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

Policy

STANDARDS OF PROFICIENCY

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

These standards of proficiency shall include but not be limited to those Core Curriculum Content Standards identified by the State Department of Education and shall form the basis for the district's grading system.

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

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

Date:

Key Words

Proficiencies, Standards of Proficiency

Legal References:

N.J.S.A. 18A:7C2

N.J.S.A. 18A:7E-2
through -5

N.J.S.A. 18A:7F-4

N.J.S.A. 18A:7F-29

N.J.S.A. 18A:354.9

N.J.A.C. 6A:8-1.1 et seq.

Boards of education; establishment of standards

School report card program

Periodic review of core curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil

Academic achievement reward program

Pupil promotion and remediation; policies and procedures

Standards and Assessment

STANDARDS OF PROFICIENCY (continued)See particularly:N.J.A.C. 6A:8-1.1, -1.3, -2.1,
-4.1, -4.4, -5.1N.J.A.C. 6A:10A-1.1 et seq. *Improving Standard-Driven Instruction and
Literacy and Increasing Efficiency In Abbott School
Districts*N.J.A.C. 6A:14-4.11 Statewide assessmentN.J.A.C. 6A:15-1.1 et seq. Bilingual EducationSee particularly:N.J.A.C. 6A:15-1.11N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core
Curriculum Content StandardsN.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School DistrictsN.J.A.C. 6A:32-2.1 DefinitionsN.J.A.C. 6A:32-12.1 et seq. Annual Reporting and Planning RequirementN.J.A.C. 6A:32-13.1 et seq. Student BehaviorN.J.A.C. 6A:32-14.1 et seq. State and Federally Mandated Programs and

Services

Abbott v. Burke, 149 N.J. 145 (1997) (Abbott IV)Abbott v. Burke, 153 N.J. 480 (1998) (Abbott V)Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.Manual for the Evaluation of Local School Districts**Possible****Cross References:**

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

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

Policy

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

Grading

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

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

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

Testing

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

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

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

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

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the principal's

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)

office to the chief school administrator's office for approval before any survey or observation can be conducted. If the survey concerns any of the topics described in statute, the chief school administrator shall obtain written consent from parents/guardians or the students being surveyed at least two weeks prior to its administration.

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

Date:

Key Words

Evaluation, Pupil Evaluation, Student Evaluation, Grading, Testing, Examinations

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7C3, 4, 6, -6.2	Remedial instruction for students not meeting graduation standards ...
	<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
remediation, policies and	<u>N.J.S.A.</u> 18A:35-4.9	Pupil promotion and
		Procedures
	<u>N.J.S.A.</u> 18A:3634	Written approval required prior to acquisition of certain survey information from students
	<u>N.J.S.A.</u> 18A:5420	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practice
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessments
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-1.3, -4.1, -5.1	
	<u>N.J.A.C.</u> 6A:10A-3.1 <u>et seq.</u>	<i>School districts-led standards-based instruction</i>
	<u>N.J.A.C.</u> 6A:16-1.4(c)	District policies and procedures
	<u>N.J.A.C.</u> 6A:30-1.4	Evaluation process for the annual review
	<u>N.J.A.C.</u> 6A:32-2.1	Definitions
	<u>N.J.A.C.</u> 6A:32-7.1	Student Records
	<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

34 CFR 98 Protection of Pupil Rights

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

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

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Possible

<u>Cross References:</u>	*1000/1010	Concepts and roles in community relations; goals and objectives
	*1120	Board of education meetings

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE (continued)

*5113	Absences and excuses
*5120	Assessment of individual needs
*5124	Reporting to parents/guardians
*5125	Pupil records
*5141.3	Health examinations and immunizations
*6142.6	Basic skills
*6146	Graduation requirements
*6146.2	Promotion/retention
*6147	Standards of proficiency

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

Policy

CLASS SIZE

The chief school administrator shall recommend for board approval the number of class sections for each course or grade level, consistent with the charter school application approved by NJDOE. He/she shall take into consideration such factors as student needs, curriculum requirements, types of instructional setting, district finances and space or equipment limitations.

Elective courses with fewer than fifteen pupils shall be reviewed by the board of trustees for approval.

Attention shall be paid to space-per-pupil requirements of the state department of education.

Date:

Key Words

Class Size, Space-per-pupil Requirements

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

Possible**Cross References:**

*5120	Assessment of individual needs
*5145.4	Equal educational opportunity
6150	Instructional arrangements
*6171.4	Special education
*7110	Long-range facilities planning

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

Policy

FIELD TRIPS

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

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

The board of trustees shall consider field trips which are included in curriculum guides to have been approved in advance. All trips not listed in the curriculum guide must be individually approved by the board. For security purposes, the school shall be cautious about posting the times and locations of field trips on district web sites.

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

- A. All trips, and the arrangements for them, must have advance approval. This includes whether rented buses will be used; whether these may be supplemented by private vehicles; the route to be followed; and parking arrangements if necessary.
- B. Costs must be ascertained.
- C. Each child who goes on a field trip or excursion must have written parental permission.
- D. Pupil safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary.
- E. All trips must be well planned, properly timed, and related to regular learning activities, or to charter school goals and objectives.
- F. Each field trip should be evaluated by pupils, teachers, and the administration.

The board shall bear all expenses of field trips included in the curriculum guides. Parents/guardians shall be asked to bear the expense of all other excursions. No pupil is to be denied the right to participate because of inability to pay.

The chief school administrator shall develop guidelines for planning trips suitable to the various grade levels, and regulations governing frequency, distance and expense.

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

FIELD TRIPS (continued)

The board shall permit self-administration of medication on field trips for asthma or other potentially life-threatening illness by pupils in grades 5-8. All conditions established by law and board policy shall be met (see policy 5141.21).

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

Date:

Key Words

Field Trips, Trips

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:252	Authority over pupils
	<u>N.J.S.A.</u> 18A:3621 through 23	Field trips; costs to be borne by parents or guardians ...
	<u>N.J.S.A.</u> 18A:3635	School Internet web sites; disclosure of certain student information prohibited
	<u>N.J.S.A.</u> 18A:3920.1	Transportation to and from related school activities in private vehicle with capacity of eight or less; authorization of qualified school personnel, state employees or parents
	<u>N.J.S.A.</u> 18A:40-12.3 through -12.4	Self-administration of medication by pupils; conditions ...
	<u>N.J.S.A.</u> 18A:40-12.5	Policy for emergency administration of epinephrine to public school pupils
	<u>N.J.S.A.</u> 18A:40-12.6	Administration of epinephrine; primary responsibility; parental consent
	<u>N.J.A.C.</u> 6A:27-1.1 <u>et seq.</u>	Student transportation
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:27-1.1(b), -7.6, -11.1, -11.2	
	<u>Rhodes v. Caldwell Board of Education</u> , 1981 <u>S.L.D.</u> 140	

Possible

<u>Cross References:</u>	1210	Community organizations
	*1230	Schoolconnected organizations
	*3450	Money in school buildings
	*3541.31	Privately owned vehicles
	*5020	Role of parents/guardians
	*5136	Fundraising activities
	*5141.21	Administering medication
	*6145	Extracurricular activities
	*6154	Homework/makeup work

FIELD TRIPS (continued)

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

Policy

HOMEWORK/MAKEUP WORK

The board of trustees believes that homework relevant to material presented in class provides an opportunity to broaden, deepen or reinforce the pupil's knowledge. Teachers must use discretion in deciding the number and length of assignments. The board encourages the use of interrelated major homework assignments such as term papers, themes and creative art projects.

Homework shall not be used for punitive reasons.

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

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

Incompletes

When a pupil does not complete work missed for absence or other reasons, he/she will receive an "incomplete" for the marking period. Pupils will be given ten school days following the end of the marking period to make up the missed work, unless a longer period is approved by the CSA or established in the student's IEP.

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

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

Date:

Key Words

Homework, Makeup Work

Legal References:

N.J.S.A. 18A:111

General mandatory powers and duties

N.J.S.A. 18A:3614

Religious holidays; absence of pupils on; effect

N.J.S.A. 18A:5420

Powers of board (county vocational schools)

N.J.A.C. 6A:32-10.1 et seq. Summer School Sessions

HOMEWORK/MAKEUP WORK (continued)**Possible**

<u>Cross References:</u>	1320	Participation in out of school community activities
	*1322	Contests for pupils
	*5020	Role of parents/guardians
	*5113	Absences and excuses
	*5124	Reporting to parents/guardians
	*6145	Extracurricular activities
	*6153	Field trips
	6174	Summer school

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

Policy

INSTRUCTIONAL PLANNING/SCHEDULING

The chief school administrator and staff shall keep abreast of developing technologies and teaching methodologies, investigating those likely to be of benefit to charter school pupils, and recommending them for board consideration.

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

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

Because the board believes that pupils can learn better and faster when the skills learned in one discipline are integrated into another, programs, projects and units of study shall be encouraged that require the use of reading, writing and mathematics skills in conjunction with other areas of study, such as music, art, science, etc. The board also encourages programs that call on various skill levels of several grades in one discipline, such as musical presentations, science fairs, and other similar efforts.

Every effort should be made to further district affirmative action/equity goals in developing instructional arrangements.

The board directs that instruction be planned and scheduled in such a way that there is minimum disruption of the school day, including movement between classes and conflicting activities.

Nonpublic School Pupils

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

Date:

Key Words

Instructional Planning, Instructional Scheduling, Scheduling

INSTRUCTIONAL PLANNING/SCHEDULING (continued)

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:331	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:4619.5	Consent of parent or guardian; location of provision of services
	<u>N.J.S.A.</u> 18A:46A-5	Consent of parent or guardian; location
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessments
	<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
	<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual Education
	<u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u>	Operation and Maintenance of Facilities
 <u>Agostini v. Felton</u> , 521 <u>U.S.</u> 203 (1997), overruling <u>Aguilar v. Felton</u> , 473 <u>U.S.</u> 402 (1985)		

Possible

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

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

Policy

INSTRUCTIONAL SERVICES AND RESOURCES

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

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

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

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

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

Date:

Key Words

Instructional Services, Instructional Resources

<u>Legal References:</u>	N.J.S.A. 18A:341	Textbooks; selection; furnish free with supplies; appropriations
	N.J.A.C. 6A:7-1.4 <u>et seq.</u>	Responsibilities of the district board of education
	N.J.A.C. 6A:82.1	Authority for educational goals and standards
	N.J.A.C. 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	N.J.A.C. 6A:32-14.1	Review of mandated programs and services

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

Manual for the Evaluation of Local School Districts

Possible

<u>Cross References:</u>	*3220/3230	State funds; federal funds
	*4113/4114	Assignment; transfer
	*4213/4214	Assignment; transfer
	*5145.4	Equal educational opportunity

INSTRUCTIONAL SERVICES AND RESOURCES (continued)

*6121	Nondiscrimination/affirmative action
*6141	Curriculum design/development
*6142.2	English as a second language; bilingual/bicultural
*6161.1	Guidelines for evaluation and selection of instructional materials
*6171.3	At-risk and Title 1
*6171.4	Special education

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

Policy

GUIDELINES FOR EVALUATION AND SELECTION OF INSTRUCTIONAL MATERIALS

The board of trustees believes that textbooks should support and enrich the curriculum and make possible the achievement of the school's instructional goals. The chief school administrator shall develop procedures for continual review of new texts being offered and evaluation of those already in use to ensure that the textbooks used in this district are up to date in the factual matter they present and further the school's instructional goals. Textbooks and instructional materials should be judged by additional standards which shall include, but not be limited to:

- A. Does the material reflect the school's affirmative action/equity policy, which prohibits the teaching or encouragement of bias based on any categories listed in law or board policy?
- B. Does it help pupils develop abilities in critical reading and thinking?
- C. Does it provide effective basic or advanced education for the pupils for whom it is intended?

The review process shall:

- A. Be conducted by teaching staff members, particularly those teachers who will be using the materials as an integral part of the instructional program;
- B. Include a written review of the material which shall reflect the consensus of the teaching staff;
- C. Provide an opportunity for public inspection of the recommended text.

The chief school administrator shall develop administrative rules outlining a procedure for the selection of instructional materials that meets the above criteria. Instructional materials used within the charter school should be sufficient in quantity and scope to meet the needs of every pupil in the school.

The board, by law, makes the final textbook selection decision. However, prior to final adoption, the recommendations resulting from each review will be given thorough consideration.

Any citizen who objects to the final selections made by the board should follow the procedures outlined in regulation 6161.2 Complaints regarding instructional materials.

Animal dissection is not required and alternative education to be provided:

The board, by law, will allow pupils to refuse to participate in animal dissection.

1. The board will offer an alternate education program for a course or portion of a course involving dissection of animals.
2. A public school pupil from kindergarten through grade 12 may refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

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

- a. "Alternative education project" means the use of video tapes, models, films, books, computers, or any other tools which provide an alternative method for obtaining and testing the knowledge, information, or experience required by a course of study.
 - b. "Animal" means any living organism that is an invertebrate, or is in the phylum chordata or organisms which have a notochord and includes an animal's cadaver or severed parts of an animal's cadaver.
3. The school shall notify pupils and their parents or guardians at the beginning of each school year of the right to decline to participate in the activities enumerated in subsection a. of this section and shall authorize parents or guardians to assert the right of their children to refuse to participate in these activities. Within two weeks of the receipt of the notice, the pupils, parents or guardians shall notify the school if the right to decline participation in the enumerated activities will be exercised.
 4. Any pupil who chooses to refrain from participation in or observation of a portion of a course of instruction in accordance with this section shall be offered an alternative education project for the purpose of providing the pupil with the factual knowledge, information or experience required by the course of study. A pupil may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal or animal parts.
 5. A pupil shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

Date:

Key Words

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

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:425	Prescribing minimum courses of study for public schools; approval of courses of study
	<u>N.J.S.A.</u> 18A:331	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:341	Textbooks; selection; furnished free with supplies; appropriations
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and Courses
	P.L. 2005, c. 266	Districts to provide an alternate to dissection
	<u>N.J.A.C.</u> 6A:71.4	Responsibilities of the district board of education
	<u>N.J.A.C.</u> 6A:23-6.1 <u>et seq.</u>	Purchase and Loan of Textbooks
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

Manual for the Evaluation of Local School Districts

Comprehensive Equity Plan, State Department of Education

GUIDELINES FOR EVALUATION AND SELECTION
OF INSTRUCTIONAL MATERIALS (continued)

Possible

<u>Cross References:</u>	*1312	Community complaints and inquiries
	*2224	Nondiscrimination/affirmative action
	*5145.4	Equal educational opportunity
	6000	Concepts and roles in instruction
	*6010	Goals and objectives
	*6121	Nondiscrimination/affirmative action
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6142.1	Family life education
	*6144	Controversial issues
	*6161.2	Complaints regarding instructional materials
	*6163.1	Media center/library

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

Policy

COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS

The board recognizes that opinions may differ on the appropriateness of any given instructional materials and equipment. Occasionally an individual or group may find instructional materials used in the school that conflict with their views, and shall have the right to present a request, suggestion or complaint in reference to the physical plant, playgrounds, subject matter or instructional materials.

The chief school administrator shall develop procedures to give careful consideration to such requests, suggestions or complaints. These procedures shall provide that:

- A. All such requests, suggestions or complaints be in writing;
- B. Whenever possible the process be initiated and solved at the lowest effective level;
- C. Charter school response be courteous and prompt;
- D. Successive steps of appeal and mechanisms for review are available when necessary.

The use of challenged materials or equipment by class may be restricted by the CSA until a final decision has been reached.

The final decision on controversial reading matter shall rest with the board after careful examination and discussion of the book or reading matter with school officials or others the board may wish to involve.

Date:

Key Words

Instructional Materials, Complaints Regarding Instructional Materials, Complaints, Censorship

Legal Reference: N.J.S.A. 18A:11-1 General mandatory powers and duties

N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

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

COMPLAINTS REGARDING INSTRUCTIONAL MATERIALS (continued)

Possible

<u>Cross References:</u>	*1312	Community complaints and inquiries
	2220	Representative and deliberative groups
	*6144	Controversial issues
	*6161.1	Guidelines for evaluation and selection of instructional materials

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

POLICY MANUAL TITLE**FILE CODE: 6162.4** X **Monitored** X **Mandated** X **Other Reasons****Policy**

COMMUNITY RESOURCES

The board will draw on the knowledge and opinions of the community in developing mandated policies and programs in compliance with statute and administrative code, and to aid in meeting the charter school's identified needs.

The board of trustees encourages local businesses and individual residents who are especially qualified because of training, experience or interest to take an active part in the school's educational programs. Those persons and representatives of businesses identified by the chief school administrator and the staff and approved by the board may be invited to act as advisors in groups or individually in appropriate circumstances and situations.

The school shall also take advantage of the physical and financial resources of the community and of organizations including businesses when such facilities or locations provide learning and enrichment opportunities not otherwise available to our pupils. Pupil safety shall be a primary concern in making use of such resources.

In accordance with law, the administration shall identify and establish working relationships with licensed community agencies that are involved in evaluation and treatment of drug/alcohol problems.

Date:

Key Words

Community Resources, Resources, Volunteers

Legal References:N.J.S.A. 18A:111N.J.S.A. 18A:5420N.J.A.C. 6A:16-1.1 et seq.See particularly:N.J.A.C. 6A:16-4.1,-4.2N.J.A.C. 6A:30-1.4N.J.A.C. 6A:32-12.1

General mandatory powers and duties

Powers of board (county vocational schools)

Programs to Support Student Development

Evaluation process for the annual review

Reporting requirements

Manual for the Evaluation of Local School Districts

COMMUNITY RESOURCES (continued)**Possible**

<u>Cross References:</u>	*1000/1010	Concepts and roles in community relations; goals and objectives
	1210	Community organizations
	*1220	<u>Ad hoc</u> advisory committees
	*1410	Local units
	*1600	Relations between other entities and the district
	*3280	Gifts, grants and bequests
	*4222	Noninstructional aides
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*6142.1	Family life education
	*6142.2	English as a second language; bilingual/bicultural
	*6142.13	HIV prevention education
	*6153	Field trips
	6164.6	Tutoring
	*6171.2	Gifted and talented
	*6171.3	At-risk and Title 1
	*6171.4	Special education
	9420	Recognition of individualscitizens, pupils, staff members or members of board

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

Policy

RESEARCH

The board of trustees recognizes that educational research can be a valuable tool in identifying and applying strategies to enhance student achievement and in identifying factors that could prevent students from becoming contributing members of society. Surveys among student populations can be an important part of this research.

Students and parents/guardians retain certain rights, however, in the administration of surveys. The board shall ensure that prior written consent is obtained from parents/guardians or emancipated students before any survey is administered that is funded in whole or in part by any program administered by the United States Department of Education, if the survey (analysis or evaluation) is designed to reveal information on any of the following:

- A. Political affiliations or beliefs of the student or the student's parents/guardians;
- B. Mental and psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
- G. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Written informed consent shall also be obtained from parents/guardians or emancipated students prior to the administration of any academic or nonacademic survey, assessment, analysis or evaluation that would reveal the student's social security number.

Parents/guardians shall be given the opportunity to inspect any survey, analysis or evaluation that solicits information in any of the above areas. If parents/guardians object to their child(ren)'s participation in the survey, the child(ren) shall be allowed to opt out.

Prior approval of the superintendent is required for all other surveys on topics not listed. Anyone seeking approval of a proposed survey must provide the superintendent with details of the survey methodology, its specific educational purpose and a description of how results will be disseminated and applied.

For all surveys the identity of the respondent shall remain confidential.

The superintendent shall develop regulations to implement this policy that include reasonable timelines for parents/guardians to access and review surveys as prescribed by law, and arrangements to protect student privacy in the administration of a survey.

This policy and the regulations shall be made available to the public at least annually at the beginning of the school year, especially to parents/guardians and to school staff. The public shall be informed within a reasonable period of time if substantive change is made to policy and regulations. The public shall also be informed of specific or approximate dates, if known, when surveys may be administered.

RESEARCH (continued)

Date:

Key Words

Pupil Privacy, Research, Surveys

Legal References:

N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students
N.J.A.C. 6A:16-1.4 District policies and procedures
 20 U.S.C.A. 1232g – Family Educational Rights and Privacy Act
 20 U.S.C.A. 1232h – Protection of Pupil Rights Amendment

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

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

Possible

*1140

Distribution of materials by pupils and staff

Cross References:

1315 Distribution of materials to pupils and staff
 4132 Publications/materials
 *5020 Role of parents/guardians
 *5124 Reporting to parents/guardians
 *5125 Pupil records
 *5141.3 Health examinations and immunizations
 *6147.1 Evaluation of individual student performance

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

Policy

MEDIA CENTER/LIBRARY

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

The chief school administrator has final responsibility for the selection of media center materials by professionally trained personnelmedia specialist, teachers, principals and supervisors. Requests from faculty and pupils shall be given consideration.

In selecting materials to recommend for purchase, the media specialist shall evaluate the existing collection and consult reputable, unbiased, professionally prepared selection aids, and specialists from all departments and/or all grade levels.

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

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

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

Date:

Key Words

Library, Media Center, Audiovisual Materials

Legal References:

<u>N.J.A.C.</u> 6A:9-13.14	School library media specialist
<u>N.J.A.C.</u> 6A:9-13.15	Associate school library media specialist
<u>N.J.A.C.</u> 6A:9-13.16	Professional librarian

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

MEDIA CENTER/LIBRARY (continued)

Possible

<u>Cross References:</u>	*1312	Community complaints and inquiries
	*6161.1	Guidelines for evaluation and selection of instructional materials
	*6161.2	Complaints regarding instructional materials

*Indicates policy is included in the Critical Policy.

Policy

INTERVENTION AND REFERRAL SERVICES FOR GENERAL EDUCATION PUPILS

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

The chief school administrator shall prepare procedures to:

- A. Identify pupils in need, and plan and provide for appropriate intervention or referral services and/or referral to school and community resources;
- B. Identify the roles and responsibilities of the building staff who participate in planning and providing intervention and referral services;
- C. Provide support, guidance and professional development to school staff who identify and refer pupils and to school staff who participate in planning and providing intervention and referral services;
- D. Actively involve parents/guardians in the development and implementation of intervention and referral plans;
- E. Coordinate the access to and delivery of school services for identified pupils;
- F. Coordinate the services of community-based social and health provider agencies;
- G. Maintain records of all requests for assistance and all intervention and referral services plans; and
- H. Annually review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.

The board shall review and adopt these procedures, and the chief school administrator shall report to the board on their implementation.

Date:

Key Words

Pupil Assistance Committee, Intervention and Referral Services for General Education Pupils

Legal Reference: N.J.A.C. 6A: 16-8.1 et seq. Intervention and Referral Services

INTERVENTION AND REFERRAL SERVICES FOR GENERAL
EDUCATION PUPILS (continued)

Possible

Cross References: *6164.4 Child study team
 *6172 Alternative educational programs

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

Policy

GUIDANCE SERVICES

Pride Academy Charter School is committed to providing an holistic, results-driven, and values and community-based educational program that will meet the needs of children in transition to becoming adults and children who deserve the very best educational options and choices to prepare and equip them for successful futures.

A guidance program shall be incorporated into the charter school's educational program to aid pupils in making informed and responsible decisions and in using effective decisionmaking processes. The guidance program shall be developed and coordinated by the chief school administrator in consultation with teaching staff members he/she has identified as possessing necessary skills and abilities, to help pupils acquire the insights and knowledge they need to become autonomous, mature members of adult society in a democratic nation.

The purpose of the guidance program shall be to help pupils in learning to make their own good decisions concerning life's many choicespersonal, educational, and career/vocational.

The guidance program shall provide, as fully as possible, the information needed to make the best decisions concerning the pupil's educational program. Such information shall include facts such as test scores, grades and educational history. Pupil records may also include anecdotes, but shall not carry judgments, opinions and other advice.

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

Pupils shall be aided in gaining employment skills and in finding parttime jobs when in school.

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

Date:

Key Words

Guidance Services

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:354.2	Career development program
	<u>N.J.S.A.</u> 18A:3619	Pupil records; creation, maintenance and retention, security and access; regulations; nonliability
	<u>N.J.S.A.</u> 18A:3619.1	Military recruiters; access to schools and student information directories
	<u>N.J.S.A.</u> 18A:3836	Employment certificates to parttime pupils; revocation

GUIDANCE SERVICES (continued)

<u>N.J.S.A.</u> 18A:465.1	Basic child study team services; provision by boards of education and state operated programs
<u>N.J.A.C.</u> 6A:71.7	Equality in school and classroom practices
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-3.2	
<u>N.J.A.C.</u> 6A:9-13.2	Substance awareness coordinator
<u>N.J.A.C.</u> 6A:9-13.7	Director of school counseling services
<u>N.J.A.C.</u> 6A:9-13.8	School counselor
<u>N.J.A.C.</u> 6A:10A-3.1 <u>et seq.</u>	<i>School district lead standards-based instruction</i>
<u>N.J.A.C.</u> 6A:14-3.4	Evaluation
<u>N.J.A.C.</u> 6A:16-4.1	Adoption of policies and procedures for the intervention of student alcohol and other drug abuse
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:327.1 <u>et seq.</u>	Student Records
<u>N.J.A.C.</u> 6A:3213.3	Guidance and counseling

Manual for the Evaluation of Local School Districts**Possible****Cross References:**

5000	Concepts and roles in pupil personnel
5010	Personal goals and objectives for pupils
*5020	Role of parents/guardians
*5113	Absences and excuses
*5114	Suspension and expulsion
*5120	Assessment of individual needs
*5124	Reporting to parents/guardians
*5125	Pupil records
*5131	Conduct/discipline
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*6142.12	Career education
*6145	Extracurricular activities
*6146	Graduation requirements
*6164.4	Child study team
*6171.1	Remedial instruction
*6171.2	Gifted and talented
*6171.4	Special education
*6172	Alternative educational programs
*6173	Home instruction

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

Policy

CHILD STUDY TEAM

The board of trustees shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The chief school administrator shall present to the board for approval job descriptions, qualifications and evaluation criteria for positions required, and shall present to the board for hiring the best qualified applicants. The charter school may seek to provide these services as shared services or as contracted services.

When complete evaluations of pupils are necessary, the chief school administrator shall recommend for board approval qualified persons or agencies to supplement the district team. Appropriate staff members, such as the nurse and teachers assigned to the pupil, shall also be involved.

Pupils who have been identified by any professional staff member, the parents/guardians of the child, a child welfare agency or by the health services staff as possibly having an educational disability shall be considered for evaluation.

Teachers and administrators shall provide intervention resources (e.g., adaptive teaching methods and materials, schedule changes, modified workloads, corrective or remedial instruction, etc.) in order to discover whether an observed difficulty is the result of problems within the educational delivery system. Parents/guardians shall be notified of such interventions. The members of the child study team shall be available to discuss problems informally with teachers and parents/guardians.

If the problems persist despite these intervention techniques, a formal referral, requiring due process procedures, shall be initiated. The examination of each such pupil shall proceed promptly in strict accordance with law. The board shall review and adopt the regulations governing the referral process.

Examination of each identified child shall consist of a physical examination, a psychological examination, an educational examination, a social case study, and such other examinations as may be deemed necessary by the child study team.

Disaffected Pupils

In addition to the educationally disabled, the child study team shall consider and recommend appropriate remedies and/or programs for pupils exhibiting disaffected behavior patterns. A survey of needs shall be conducted for each such pupil. If the survey indicates the advisability of a complete evaluation, a referral shall be initiated and due process followed. If the survey indicates a change in program, the child study team shall cooperate with the teaching staff in developing an appropriate program, including, if necessary, alternative programs.

Disruptive Pupils

All staff members shall be familiar with and implement the discipline policies and procedures adopted by this board. This implementation will identify the pupil who is disruptive. Staff members shall report the names of pupils who disrupt the educational program to the appropriate administrator who shall initiate actions that will ensure the involvement of the pupil's family and the provision of counseling and assessment services, so as to determine the causes of the pupil's disruptive behavior. A request for prereferral intervention or for referral for evaluation may be made to the child study team. Throughout this process, administrators, support staff, teachers, parents/guardians,

CHILD STUDY TEAM (continued)

and if prudent, the pupil are to be involved. If all strategies prove unsuccessful, referral to the appropriate outside agency may be made.

In accordance with state law and board policy, disruptive pupils whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion.

Date:

Key Words

Child Study Team, Referrals, Disaffected Pupils, Disruptive Pupils, Disaffected Students, Disruptive Students

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:463.1	Regional consultants for hearing impaired; appointment; duties
	<u>N.J.S.A.</u> 18A:465.1	Basic child study team services; provision by boards of education and state operated programs ...
	<u>N.J.S.A.</u> 18A:46-5.2	Participation by parent or guardian
	<u>N.J.A.C.</u> 6A:9-13.5	School social worker
	<u>N.J.A.C.</u> 6A:9-13.6	Speechlanguage specialist
	<u>N.J.A.C.</u> 6A:9-13.7	Director of school counseling services
	<u>N.J.A.C.</u> 6A:9-13.8	School counselor
	<u>N.J.A.C.</u> 6A:9-13.9	School psychologist
	<u>N.J.A.C.</u> 6A:9-13.10	Learning disabilities teacherconsultant
	<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services
	20 <u>U.S.C.A.</u> 1400 <u>et seq.</u> - 1990 Individuals with Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act - Part B)	

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

Manual for the Evaluation of Local School Districts**Possible**

<u>Cross References:</u>	*4111	Recruitment, selection and hiring
	*5114	Suspension and expulsion
	*5120	Assessment of individual needs
	*5131	Conduct/discipline
	*5200	Nonpublic school pupils
	*6010	Goals and objectives
	*6146.2	Promotion/retention
	*6164.2	Guidance services
	*6171.4	Special education
	*6172	Alternative educational programs

CHILD STUDY TEAM (continued)

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

Policy

SPECIAL INSTRUCTIONAL PROGRAMS

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

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

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

Date:

Key Words

Special Instructional Programs

<u>Legal References:</u>	<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
	<u>N.J.S.A. 18A:354.9</u>	Pupil promotion and remediation; policies and procedures
	<u>N.J.S.A. 18A:3515</u>	
	through 26Bilingual Education Programs	
	<u>N.J.S.A. 18A:46-1 et seq.</u>	Classes and Facilities for Handicapped Children
	<u>N.J.S.A. 18A:46A-1 et seq.</u>	Auxiliary services
	<u>N.J.A.C. 6A:8-3.1 et seq.</u>	Implementation of the Core Curriculum Content Standards

SPECIAL INSTRUCTIONAL PROGRAMS (continued)

<u>N.J.A.C. 6A:14-1.1 et seq.</u>	Special Education
<u>N.J.A.C. 6A:15-1.1 et seq.</u>	Bilingual Education
<u>N.J.A.C. 6A:32-14.1</u>	Review of mandated programs and services

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

Manual for the Evaluation of Local School Districts

Possible**Cross References:**

*6142.2	English as a second language; bilingual/bicultural
*6171.1	Remedial instruction
*6171.2	Gifted and talented
*6171.3	At-risk and Title 1
*6171.4	Special education
*6172	Alternative educational programs
*6173	Home instruction
6174	Summer school
*6178	Early childhood education/preschool

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

Policy

REMEDIAL INSTRUCTION

Pupils who perform below acceptable levels on statewide assessments of the Core Curriculum Content Standards shall participate in remedial programs. Proficiency shall also be evaluated through multiskills assessment, standardized tests, diagnostic instruments, teacher observation and pupil progress reports.

The programs shall include procedures to evaluate pupil achievement related to the remedial program objectives and standards. Continuous communication between teaching staff members and parents/guardians of pupils participating in remedial educational programs shall be coordinated by the chief school administrator. These programs shall be supplemental to the regular program and designed to assist students who have academic, social, economic or environmental needs that prevent them from succeeding in regular school programs.

All parents/guardians shall be notified in writing of a pupil's need for a remedial/skill maintenance program and shall be encouraged to participate in its design.

Regulations governing these programs and procedures shall be reviewed and adopted by the board as required by law.

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

Date:

Key Words

Remedial Instruction, Compensatory Instruction, Supplemental Instruction, Remedial Education

<u>Legal References:</u>	<u>N.J.S.A. 18A:7C-1 et seq.</u>	High School Graduation Standards
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:7C2,</u>	
	3, 4, 6	
	<u>N.J.S.A. 18A:354.9</u>	Pupil promotion and remediation; policies and procedures
	<u>N.J.A.C. 6A:84.3</u>	Accountability
	<u>N.J.A.C. 6A:84.4</u>	Annual review and evaluation of school districts
	<u>N.J.A.C. 6A:85.1</u>	Graduation
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts

Manual for the Evaluation of Local School Districts

REMEDIAL INSTRUCTION (continued)**Possible**

<u>Cross References:</u>	*4138.2	Private tutoring
	*5120	Assessment of individual needs
	*6141	Curriculum design/development
	*6142	Subject fields
	*6142.6	Basic skills
	*6146	Graduation requirements
	*6146.2	Promotion/retention
	*6147	Standards of proficiency
	*6171.3	At-risk and Title 1

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

Policy

GIFTED AND TALENTED

The chief school administrator shall develop and the board shall approve criteria for identifying all gifted and talented students. Gifted and talented students shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the Core Curriculum Content Standards. Programs shall provide educational challenges to students identified as gifted and talented and shall be reviewed annually.

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

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

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

The chief school administrator shall coordinate development of appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

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

Date:

Key Words

Gifted, Talented

Legal References: N.J.S.A. 18A:35-4.15
through -4.16

Legislative findings and declarations; chess instruction for second-grade pupils in gifted and talented and special education programs ...

N.J.S.A. 18A:61C1

Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of collegelevel instruction; scope

GIFTED AND TALENTED (continued)

<u>N.J.S.A.</u> 18A:61C4	Program providing college credit courses for high school students on high school campuses; establishment
<u>N.J.A.C.</u> 6A:8-1.3	Definitions
<u>N.J.A.C.</u> 6A:83.1	Curriculum and instruction
<u>N.J.A.C.</u> 6A:8-3.3	Enrollment in college courses
<u>N.J.A.C.</u> 6A:30-1.4	Evaluation process for the annual review
<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

Manual for the Evaluation of Local School Districts**Possible**

<u>Cross References:</u>	*1600	Relations between other entities and the district
	*6010	Goals and objectives
	*6121	Nondiscrimination/affirmative action
	*6171	Special instructional programs

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

Policy

AT-RISK AND TITLE 1

The district shall comply with all state and federal requirements in developing, implementing, administering and evaluating funded compensatory education programs and programs for pupils determined to be at risk.

Such instructional services and activities shall be designed to improve the level of proficiency in reading, writing, mathematics and other skills of pupils whose academic, social or environmental needs prevent them from succeeding in regular school programs, and to prevent their regression in such skills when regular programs are not in session. Parents/guardians shall be kept informed of their children's progress and shall be invited to consult with staff on ways to give their children the maximum benefits of such programs.

At least once annually, a public meeting shall be held for the express purpose of informing parents/guardians of the programs and activities provided with Title 1 funds. The agenda shall include:

- A. Informing parents/guardians of their right to consult in the design and implementation of the Title 1 project;
- B. Providing parents/guardians with information about the Title 1 law, regulations and instructional programs;
- C. Soliciting parents/guardians' input about basic skills improvement programs and related activities;
- D. Providing parents/guardians an opportunity to establish mechanisms for maintaining ongoing communication among parents/guardians, staff, and the board.

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

Mandated Policy Statements in Addition to Parent Consultation

- A. Comparability of personnel

To be in compliance with the requirements of federal law the board of trustees of Pride Academy Charter School + district code directs the chief school administrator to assign teachers, administrators, and auxiliary personnel to the schools in such a way that equivalence of personnel is ensured among the schools.

- B. Comparability of materials and supplies

To be in compliance with the requirements of federal law the board of trustees of Pride Academy Charter School + district code directs the chief school administrator to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence is ensured among the schools.

- C. Supplement not supplant

The Pride Academy Charter School District shall use Title 1 funds only to supplement and to the extent practical increase the level of funds that would, in the absence of Title 1 funds, be made available for the education of

AT-RISK AND TITLE 1 (continued)

pupils participating in Title 1 or state compensatory education projects. In no case shall Title 1 funds be used to supplant those nonTitle 1 or nonstate compensatory education funds.

D. Maintenance of effort

The board of trustees will maintain a combined fiscal effort per pupil or aggregate expenditures of state and local funds with respect to the provision of the public education for the preceding fiscal year that is not less than the required amount of the combined fiscal effort per pupil or the aggregate expenditures for the second preceding fiscal year.

Eligibility for State and Federal Funds

The chief school administrator shall ensure that all requirements for receiving state and federal funds shall be fulfilled in an accurate and timely manner.

Control over such funds and title to all equipment and supplies purchased with such funds shall remain with the board of trustees. Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with the law.

General

The chief school administrator shall direct appropriate administrative personnel to pursue vigorously all possible sources of funding, either state or federal, that support such compensatory services, and shall keep abreast of all changes in the law which restrict or expand the district's use of state or federal funds.

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

Date:

Key Words

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

Legal References: N.J.S.A. 18A:354.9 Pupil promotion and remediation; policies and procedures
 N.J.S.A. 18A:591
 through 3 Apportionment and distribution of federal funds; exceptions ...
 N.J.A.C. 6A:32-14.1 Review of mandated programs and services
 42 U.S.C.A. 2000d 2000d4 - Title VI of the Civil Rights Act of 1964

 HawkinsStafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100297)

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

Manual for the Evaluation of Local School Districts

AT-RISK AND TITLE 1 (continued)**Possible**

<u>Cross References:</u>	*3220/3230	State funds; federal funds
	*3514	Equipment
	*5120	Assessment of individual needs
	*5200	Nonpublic school pupils
	*6122	Articulation
	*6141	Curriculum design/development
	*6142.2	English as a second language; bilingual/bicultural
	*6142.6	Basic skills
	*6171.1	Remedial instruction
	*6171.4	Special education

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

Policy

SPECIAL EDUCATION

In compliance with state department of education interpretation of the administrative code on special education, the board adopts the following policies on providing educational and related services to pupils identified as having educationally disabling conditions as defined in federal and state law.

- A. Exemption of educationally disabled pupils from the high school graduation requirements according to N.J.A.C. 6A:14-4.11 through -4.12

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

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

The basic plan of the IEP for the pupil entering the secondary program will address all the elements required in the administrative code, including specifically addressing graduation requirements. Required reviews of the IEP shall continue to address graduation requirements.

A disabled pupil who has not been exempted from the proficiencies or has performed below the state minimum level of pupil proficiency on one or more areas of the state-mandated high school proficiency test may participate in the special review assessment (SRA).

Educationally disabled pupils meeting the standards for graduation according to N.J.A.C. 6A:14-4.12 shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

- B. Prevention of needless public labeling of educationally disabled pupils

The board directs that the names and other personally identifiable data concerning educationally disabled children shall be kept confidential and shall not be included in the public acts and public records of this district. Such names and data shall be reduced to code for inclusion in the public record. A special confidential file shall be maintained listing the names of educationally disabled pupils on whose behalf the board of education must take public action. Motions concerning disabled pupils made at public meetings shall be anonymous and referred to this confidential file. This file shall be maintained in accordance with N.J.A.C. 6A:32-7.1.

Further, the board, administrators, faculty and other personnel shall avoid unnecessary and needless public labeling of such pupils. This shall include the avoidance of public address announcements so designating pupils, any open identification of classrooms with signs so designating, or any item of open or general circulation, such as

SPECIAL EDUCATION (continued)

photographs, audio/videotapes, etc., that so designates an individual pupil or class. Pupil records shall be maintained in accordance with N.J.A.C. 6A:32-7.4.

- C. Compilation, maintenance, access to and confidentiality of pupil records according to N.J.A.C. 6A:32-7.4 through – 6.6.

To ensure proper accessibility and confidentiality, the records of educationally disabled pupils shall be gathered, updated, maintained, stored, transferred, made accessible and finally disposed of in accordance with the district policy 5125 on pupil records in general. To assure the security of special education records:

1. Provision shall be made for access and security of computer-stored records of educationally disabled pupils;
2. Clerical and secretarial tasks related to such records shall be performed only under the supervision of appropriately certified staff.

As with all pupil records, access shall be guaranteed to persons authorized according to N.J.A.C. 6A:32-7.5 within 10 days of the request, but prior to any review or hearing conducted in accordance with state board of education regulations.

For the district's general policy and regulation on pupil records see 5125, which deals with all requirements common to disabled and general pupil records including enumeration and description of records, provisions for access, notice to parents/guardians of their rights in regard to the child's records, etc. NOTE: YOUR GENERAL POLICY ON PUPIL RECORDS SHOULD BE INCLUDED IN THE MATERIAL YOU SUBMIT TO THE COUNTY OFFICE.

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

The chief school administrator shall prepare written procedures for identifying those pupils ages three through 21, including pupils attending nonpublic schools, who reside within the district and may be educationally disabled, who are not receiving special education and/or related services as required. Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three.

The board shall ensure that all preschool pupils with disabilities shall have their IEPs implemented no later than their third birthdays. To provide a smooth transition between a child's preschool program and his/her school age program (public or private), particular attention shall be paid to articulation between those programs.

These procedures and arrangements shall be adopted by the board after review and possible revision.

The procedures shall include criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

Evaluation and Determination of Eligibility

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4 and 3.5 dealing with:

1. Parental notice, notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the

SPECIAL EDUCATION (continued)

parents/guardians are deaf;

2. An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;
3. Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the thirteen categories of disability described in the administrative code, and the disability adversely affects the pupil's educational performance.

The chief school administrator shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the board.

The board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the IEP, including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

E. Provision of full educational opportunity to educationally disabled pupils

The board of education is responsible for providing education for all children resident in the district. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the child study team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the board of education cannot provide required instruction and related services from its own resources and facilities, the board will seek appropriate placement outside the district, and will assume such costs of that placement as are required by law.

The goal of the board's special education program is to provide full educational opportunity to all educationally disabled resident pupils ages three through 21, as those terms are defined in federal and state law. The board will make available to parents/guardians of educationally disabled children below the age of three information regarding services available through other state, county and local agencies.

The chief school administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

The chief school administrator shall also ensure that the district plan for special education is in compliance with administrative code and the approved state plan for special education, according to N.J.A.C. 6A:14-4.1. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that describes the use of IDEA Part B funds. The chief school administrator shall ensure that the plan is implemented in this district and shall supervise its operation so that it will accomplish its stated goals and objectives.

F. Participation of and consultation with the parents of educationally disabled pupils toward the goal of providing full educational opportunity to all educationally disabled pupils ages three through 21

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4.

All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed.

SPECIAL EDUCATION (continued)

Written notice to parents/guardians and/or adult pupils shall be provided as follows:

1. The board shall provide written notice no later than 15 calendar days after making a determination;
2. The board shall provide written notice at least 15 calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult pupil may consider the proposal.

The chief school administrator shall develop and present to the board for review and adoption procedures for:

1. Giving notice to parents/guardians when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to low-cost legal counsel and fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.
5. Particularly, parental consent shall be obtained prior to implementation of the initial IEP resulting from evaluation; prior to reevaluation except in the circumstances outlined in code; and prior to the release of pupil records according to N.J.A.C. 6A:32-7.

Procedures set out in the administrative code shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a pupil's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The district shall select and train such surrogate parents in compliance with the administrative code.

No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP.

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

The board of education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

When instruction in health, industrial arts, fine arts, music, home economics, and other education programs is provided to groups consisting solely of pupils with disabilities, the size of the groups and age range shall conform to the requirements for special class programs described in the administrative code.

When pupils with disabilities participate in physical education, intramural and interscholastic sports, non-academic and extracurricular activities in groups consisting solely of pupils with disabilities, the page range and group size

SPECIAL EDUCATION (continued)

shall be based on the nature of the activity, needs of the pupils participating in the activity and the level of supervision required.

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of the administrative code.

H. Determination of eligibility according to N.J.A.C. 6A:14-2.3(i)1 and 3.5 through -3.6

Eligibility for special education and related services shall be determined collaboratively by the parents/guardians; a teacher who is knowledgeable about the pupil's educational performance or district's programs; the pupil, where appropriate; at least one child study team member who participated in the evaluation; the case manager; other appropriate individuals at the discretion of the parent or district; and for an initial eligibility meeting, certified school personnel referring the pupil as potentially disabled, or the school principal or designee if they choose to participate.

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

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

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

A written individualized education program shall be developed and implemented for each classified pupil and, in accordance with New Jersey law, a review shall be conducted by the appropriate staff members annually or more often, if necessary, to evaluate the disabled pupil's progress and to revise the individualized education program.

Meetings shall be conducted to determine eligibility and to develop, review and revise a pupil's individualized education program. Such meetings shall be scheduled at a mutually agreed upon time and place, and notice of the meetings shall indicate the purpose, time, location and participants. If the parents/guardians cannot attend the meetings, the chief school administrator/designee shall attempt to ensure parental participation, including the use of individual or conference telephone calls. Documentation shall be maintained of all attempts to secure parent/guardian participation.

Parents/guardians shall receive a copy of the pupil's IEP and of any revisions made to it.

All communication with parents/guardians, including written notice, notifications and required meetings, shall be conducted in the language used for communication by the parent/guardian and pupil unless it is not feasible to do so. This shall include providing foreign language interpreters or translators and sign language interpreters for the deaf at no cost to the parents.

The IEP shall be developed and monitored with the cooperation and input of parents/guardians. In addition to educational programming, the IEP shall provide for necessary disciplinary action and specify graduation requirements when appropriate. Any accommodations and/or modifications for the administration of statewide assessments shall be specified in the IEP.

1. No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation,

SPECIAL EDUCATION (continued)

determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP. The IEP shall be implemented as soon as possible following the IEP meeting.

2. The board of education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

- J. Protection of pupils rights in regard to evaluation and reevaluation procedures according to N.J.A.C. 6A:14-3.4 and 3.8

Procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians whether the pupil is already enrolled in the schools or has been located through the process for identification in the section D of this policy.

In order to achieve the district's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the administrative code, parent/guardian participation shall be sought in every successive stage of the special education decisional process. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of administrative code shall be followed. The chief school administrator shall develop and present to the board for review and adoption procedures for:

1. Giving notice to parents/guardians and adult pupils in accordance with N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians and adult pupils of their right to review all educational records with respect to the identification, evaluation and educational placement of the pupil; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;
2. An independent evaluation at the request of the parent/guardian or adult pupil in accordance with N.J.A.C. 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with administrative code, unless the district board of education initiates a due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. The IEP team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;
3. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties. A due process hearing may be initiated by the board of education, a parent/guardian or adult pupil;
4. Ensuring what all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of disabled pupils, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.

- K. Placement of educationally disabled pupils in the least restrictive environment according to N.J.A.C. 6A:14-4.2

Educational placement decisions made for each disabled pupil shall always be, insofar as possible, in the least restrictive environment commensurate with the pupil's educational needs. This means that to the maximum

SPECIAL EDUCATION (continued)

extent appropriate, educationally disabled pupils shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the pupil and to ensure the quality of services which he/she requires.

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

Special classes, separate schooling or other removal of educationally disabled pupils from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In order to ensure a continuum of alternative placements, when the board cannot provide required instruction and related services from its own resources and facilities, it will seek appropriate placement outside the district and will assume such costs of that placement as are required by law.

Placement of a disabled pupil in the least restrictive environment shall be determined annually. Placement shall be provided in appropriate educational settings as close to home as possible. When the IEP does not describe specific restrictions, the pupil shall be educated in the school he/she would attend if not disabled.

- L. Establishment and implementation of procedural safeguards according to N.J.A.C. 6A:14-2.3 through -2.4 and N.J.A.C. 1:6A

The board of education directs the chief school administrator to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

1. Giving notice to parents/guardians per N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to legal fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties.

The chief school administrator shall ensure that the district's special education programs comply with the law in every respect, including fiscal regulations and reports.

These procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the administrative code dealing with parental notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf.

SPECIAL EDUCATION (continued)

To implement achievement of the board's goal for provision of special education, the chief school administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. The plan shall consist of policies, procedures, assurances; a comprehensive system of personnel development; data collection and an application that describes the use of IDEA Part B funds.

- M. Complying with other aspects of the district program for special education and/or requirements of N.J.A.C. 6A:14

Written Plan

To implement achievement of the board's goal for provision of special education, the chief school administrator shall oversee development of a written plan for special education conforming to the state plan for the educationally disabled. After the plan has been approved by the board of education and the county superintendent, the chief school administrator shall implement it in this district and supervise its operation so that it will accomplish its stated goals and objectives. The plan, any alterations to it, and an evaluation of its effectiveness will be shared annually with the community.

Discipline

In general, educationally disabled pupils are subject to the same disciplinary constraints and sanctions as nondisabled pupils. However, before disciplinary action is taken against an educationally disabled pupil, consideration must be given to whether the behavior is caused by the disabling condition, whether the program that is being provided meets the pupil's needs, whether a component of the pupil's IEP covers the behavior, or whether the pupil is an immediate danger to himself/herself or others.

A disabled pupil may be removed for disciplinary reasons from his/her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for up to 10 consecutive or cumulative school days in a school year. Such suspensions are subject to the same district board of education procedures as nondisabled pupils. However, at the time of removal, the principal shall forward written notification and a description of the reasons for such action to the case manager.

Procedures for imposing and implementing disciplinary sanctions on educationally disabled pupils, including removal to an interim alternative educational setting, suspension for more than 10 school days in a school year, or expulsion, shall be in strict compliance with the provisions of state and federal law and the administrative code. (See N.J.A.C. 6A:14-2.8, 3.7 and Appendix A)

Early Intervention

The chief school administrator or designee shall gather and make available to parents/guardians of disabled children below the age of three information regarding ameliorative services and programs provided by other state, county and local agencies. The procedures for such dissemination shall be reviewed and adopted by the board.

Preschool Disabled Program

The chief school administrator shall develop and propose for board adoption programs and related services for pupils ages three through five who have been identified and classified as preschool disabled. Such programs and services shall be in strict accordance with New Jersey administrative code.

SPECIAL EDUCATION (continued)

Placement in Nonpublic Schools

The board shall provide a genuine opportunity for the equitable participation of pupils with disabilities who have been enrolled in nonpublic schools by their parents/guardians, in accordance with federal law and regulations. All special education programs and services shall be provided with the consent of parents/guardians.

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

Limited English Proficient

Pupils with limited English proficiency may have educationally disabling conditions that must be addressed in order to provide them the full educational opportunity that is the goal of the district for every child. Evaluation procedures shall be selected so that the pupil's cultural background and language abilities are taken into consideration unless it is clearly unfeasible to do so; and shall accurately reflect the pupil's ability rather than the impairment. All actions under Parent/Guardian Notification, Consent and Participation are to be conducted in the parents/guardians' dominant language, unless that is clearly impossible. In that case, care shall be taken that the facts and procedures are made intelligible to the parents/guardians.

Cooperation with Other Agencies

The chief school administrator shall investigate the possibilities of working with organizations and agencies providing services for the disabled, and shall present feasible programs and relationships to the board for consideration.

Evaluation of Program

At least annually, the board shall review in a public meeting evidence of progress toward achievement of the special education plan as a whole, the success of identification procedures specifically, and the effectiveness of implementation of IEPs.

Eligibility for State and Federal Funds

The chief school administrator shall ensure that all requirements for receiving, using and accounting for state and federal funds shall be fulfilled in an accurate and timely manner.

Procurement, control, use and disposition of equipment and supplies purchased with state/federal funds shall be in full compliance with law.

Access

In addition to educational programs, the board directs that the chief school administrator take into consideration physical access to district facilities for disabled pupils, staff and the community in determining location of programs or planning new facilities per state and federal law.

Adopted: June 2008

NJSBA Review/Update: July 2009

Readopted:

Key Words

SPECIAL EDUCATION (continued)

Special Education, Disabled, Graduation Requirements, Records, Pupil Records, Student Records, Special Education Pupil Records

ADDENDUM: TO 6171.4 SPECIAL EDUCATION POLICY

**NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION PROGRAMS**

**BOARD OF EDUCATION POLICIES AND PROCEDURES
FOR ELIGIBILITY UNDER PART B OF THE IDEA
FOR 2008-2009**

PART I - POLICIES

COUNTY CODE: 13 **COUNTY NAME:** Essex

DISTRICT CODE: 1210 **DISTRICT NAME:** Pride Academy Charter School

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall adopt and assure compliance with the following policies:

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

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

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

Policy #4: An individualized education program is developed, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

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

Policy #6: Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in statewide assessments or the applicable Alternate Proficiency Assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade level.

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

Policy #8: A free appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

SPECIAL EDUCATION (continued)

1. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student by that date;
2. If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin;
3. A free, appropriate public education is available to any student with a disability who is eligible for special education and related services, even though the student is advancing from grade to grade;
4. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
5. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible, and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.

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

Policy #10: Full educational opportunity to all students with disabilities is provided.

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

Policy #12: Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

Policy #13: Students with disabilities who are placed in private schools by the district board of education, are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

Policy #14: All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

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

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, school board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;

SPECIAL EDUCATION (continued)

4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services and general education personnel.

Policy #16: Instructional materials will be provided to blind or print-disabled students in a timely manner.

Policy #17: For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent to apply for such services.

Policy #18: When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.

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

PART II – PROCEDURES

In accordance with Part B of the IDEA and N.J.A.C. 6A:14-1.1, N.J.A.C. 6A:14-1.2(b) and (c), the district board of education shall assure compliance with the following policies and related procedures below:

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

AND

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

AND

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

Procedures to locate students with disabilities (child find) must ensure that:

1. Person(s) responsible to conduct child find activities are identified.
2. Child find activities are conducted for all children ages three through 21, who reside within the district or attend nonpublic schools within the district.
3. Child find activities are conducted at least annually.

SPECIAL EDUCATION (continued)

4. Child find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.
5. Child find activities address public and nonpublic students, including highly mobile students such as migrant and homeless students.
6. Child find activities for nonpublic school students are comparable to activities conducted for public school students.
 - a. Child find activities for nonpublic school children provide for consultation with appropriate representatives of the nonpublic school and parents on how to carry out these activities.
7. Child find activities include outreach to a variety of public and private agencies and individuals concerned with the welfare of students, such as clinics, hospitals, physicians, social service agencies and welfare agencies.

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

1. Child find activities are limited to the population of students enrolled in the charter school or served by the state agency.
2. Person(s) to conduct child find activities are identified.
3. Child find activities are conducted at least annually.
4. Child find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.

Procedures for interventions in the general education program must ensure that:

1. Criteria/steps for initiating interventions in the general education program are identified.
2. Parents, teachers and other school professionals, as appropriate, are informed of the procedures to initiate interventions in the general education program.
3. Activities are in place to determine whether the interventions are effective.
 - a. School personnel who are responsible for the implementation/evaluation of the interventions are identified; and
 - b. The type, frequency, duration and effectiveness of the interventions are documented.

Procedures for referral must ensure that:

1. Steps are in place to refer students after it has been determined that interventions in the general education program are not effective in alleviating the educational difficulties.
2. Steps are in place to refer students directly to the child study team when warranted.
3. Steps are in place to refer students who may be disabled but are advancing from grade to grade.
4. Steps for initiating a referral to the child study team by school personnel identify:

SPECIAL EDUCATION (continued)

- a. The information/documentation of student performance required in the referral;
 - b. Forms, if any, that are to be submitted by school personnel;
 - c. School personnel who are responsible to process referrals; and
 - d. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
5. Steps for processing written referrals received from parents identify:
- a. School personnel who are responsible to process referrals from parents; and
 - b. Timelines for processing referrals including the date that initiates the 20-day timeline for conducting the referral/identification meeting.
6. School personnel, parents and agencies are informed of referral procedures.

For students with disabilities potentially in need of a surrogate parent, procedures must ensure that:

1. A surrogate parent is provided to a student in accordance with N.J.A.C. 6A:14-2.2 when:
 - a. The parent of the student cannot be identified or located.
 - b. An agency of the State has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student.
 - c. The student is a ward of the state and no State agency has taken steps to appoint a surrogate parent for the student.
 - d. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent and no State agency has taken steps to appoint a surrogate parent for the student.
 - e. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.
2. The district will make reasonable efforts to appoint a surrogate parent within 30 days of its determination that a surrogate parent is required for a student.
3. The district will appoint a person who will be responsible for appointing surrogate parents and overseeing the process. The responsible person will:
 - a. The person will determine whether there is a need for a surrogate parent for a student;
 - b. The person will contact any State agency that is involved with the student to determine whether the State has had a surrogate parent appointed for the student; and
 - c. The person will make reasonable efforts to select and appoint a surrogate parent for the student within 30 days of determining that there is a need for a surrogate parent for the student.
4. The district will establish a method for training surrogate parents that includes provision of information with respect to parental rights and procedural safeguards available to parents and students in accordance with N.J.A.C. 6A:14.
 - a. The district will appoint a person that will be responsible for training surrogate parents;

SPECIAL EDUCATION (continued)

- b. The training of surrogate parents will ensure that surrogate parents have knowledge and skills that ensure adequate representation of the child with a disability;
 - c. The training will be designed to make surrogate parents familiar with State and federal requirements for assessment, individualized education program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
 - d. Surrogate parents will be provided with copies of: the Parental Rights in Special Education booklet; N.J.A.C. 6A:14; the Special Education Process; Code Training Materials from the Department of Education Website; and other relevant materials; and
 - e. Surrogate parents will be provided information to enable them to become familiar with the nature of the child's disability.
5. The district will ensure that:
- a. All persons serving as surrogate parents have no interest that conflicts with those of the student he or she represents;
 - b. All persons serving as surrogate parents possess knowledge and skills that ensure adequate representation of the student;
 - c. All persons serving as surrogate parents are at least 18 years of age;
 - d. If the school district compensates the surrogate parent for providing such services, a criminal history review of the person in accordance with N.J.S.A. 18A:6-7.1 is completed prior to his or her serving as the surrogate parent; and
 - e. No person appointed as a surrogate parent will be an employee of the New Jersey Department of Education, the district board of education or a public or nonpublic agency that is involved in the education or case of the child.

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

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-2.5 and 3.4, no additional written procedures are required.

Policy #4: An individualized education program is developed, reviewed, and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-2.6 and 3.7, no additional written procedures are required.

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

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-4.2, no additional written procedures are required.

Policy #6: Students with disabilities are included in statewide and districtwide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14- 4.10. All students with disabilities will participate in statewide assessments or the applicable Alternate Proficiency Assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade level.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-4.10, no additional written procedures are required.

SPECIAL EDUCATION (continued)

Policy #8: A free, appropriate public education is available to all students with disabilities between the ages of three and 21, including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are suspended or expelled must ensure that:

1. School officials responsible for implementing suspensions/expulsions in the district are identified.
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager.
3. A system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons.
4. Suspension from transportation is counted as a day of removal if the student does not attend school.
 - a. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
5. Removal for at least half of the school day is reported via the Electronic Violence and Vandalism Reporting System.
6. If the district has an in-school suspension program, participation in the program is not considered a removal when determining whether a manifestation determination must be conducted if the program provides the following:¹
 - a. Opportunity for the student to participate and progress in the general curriculum;
 - b. Services and modifications specified in the student's IEP;
 - c. Interaction with peers who are not disabled to the extent they would have in the current placement; and
 - d. The student is counted as present for the time spent in the in-school suspension program.
7. When a series of short-term removals will accumulate to more than 10 school days in the year:
 - a. School officials and the case manager consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2;
 - b. Written documentation of the consultation between school officials and the case manager is maintained;
 - c. If it is determined that there is no change in placement, school officials, the case manager and special education teacher consult to determine the extent to which services are necessary to:
 1. Enable the student to participate and progress appropriately in the general education curriculum; and
 2. Advance appropriately toward achieving the goals set out in the student's IEP; and
 - d. Written documentation of the consultation and services provided is maintained.
8. Steps are in place to convene a meeting of the IEP team and, as necessary or required, conduct a functional behavioral assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, 20 U.S.C. §1415(k).

¹ For the purpose of documenting all removals, in-school suspension must be reported via the Electronic Violence and Vandalism Reporting System even if services were provided.

SPECIAL EDUCATION (continued)**Procedures regarding the provision of a free, appropriate public education to preschool age students with disabilities must ensure that:**

1. Eligible preschool age children who are not participating in an early intervention program have an IEP in effect by their third birthday. Steps include: ²
 - a. Responding to referrals according to N.J.A.C. 6A:14-3.3(e)
 - b. Having a program in place no later than 90 calendar days from the date of consent.

Procedures regarding the provision of a free, appropriate public education to students with disabilities who are advancing from grade to grade must ensure that:

1. A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
 - a. As part of a reevaluation, the IEP team determines that the student continues to require specially designed services to progress in the general education curriculum; and
 - b. The use of functional assessment information supports the IEP team's determination.

Policy #9: Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.³

1. A child study team member of the district will participate in the preschool transition planning conference arranged by the designated service coordinator from the early intervention system and will:
 - a. Review the Part C Individualized Family Service Plan for the child;
 - b. Provide the parent(s) written district registration requirements;
 - c. Provide the parents written information with respect to available district programs for preschool students, including general education placement options; and
 - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's initial IEP meeting.
2. The Part C service coordinator will be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

Policy #10: Full educational opportunity to all students with disabilities is provided.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1, no additional written procedures are required.

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

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:32-7, no additional written

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

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

SPECIAL EDUCATION (continued)

procedures are required.

Policy #12: Provision is made for the participation of students with disabilities who are placed by their parents in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-6.1 and 6.2, no additional written procedures are required.

Policy #13: Students with disabilities who are placed in private schools by the district board of education, are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1(d) and 7.5(b)3, no additional written procedures are required.

Policy #14: All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)13, no additional written procedures are required.

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

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, school board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services and general education personnel.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-2.5 and 3.4, no additional written procedures are required.

Policy #16: Instructional materials will be provided to blind or print-disabled students in a timely manner.

Instructional materials will be provided to blind or print-disabled students in accordance with a plan developed by the district. The plan will be the Individualized Education Program of each student with a disability, which will set forth the instructional materials needed, how they will be provided, and address any assistive technology needed to permit the student to utilize the materials.

SPECIAL EDUCATION (continued)

Policy #17: For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., the necessary materials to the parent to apply for such services.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)17, no additional written procedures are required.

Policy #18: When the school district utilizes electronic mail, parents are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-1.2(b)18, no additional written procedures are required.

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

Procedures: Due to the specificity of the requirements at N.J.A.C. 6A:14-4.5(d), no additional written procedures are required.

Legal References:	<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
	<u>N.J.S.A. 18A:46-1 et seq.</u>	Classes and Facilities for Handicapped Children
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:46-13</u>	
	<u>N.J.S.A. 18A:46A-1 et seq.</u>	Auxiliary Services
	<u>N.J.A.C. 5:237</u>	Barrier free subcode of the uniform construction code
	<u>N.J.A.C. 6A:7-1.7</u>	Equality in school and classroom practices
	<u>N.J.A.C. 6A:8-1.2</u>	Scope
	<u>N.J.A.C. 6A:8-1.3</u>	Definitions
	<u>N.J.A.C. 6A:8-3.1</u>	Curriculum and instruction
	<u>N.J.A.C. 6A:8-4.1 et seq.</u>	Implementation of the Statewide Assessment System
	<u>N.J.A.C. 6A:8-5.1 et seq.</u>	Implementation of Graduation Requirements
	<u>N.J.A.C. 6A:9-1.1 et seq.</u>	Professional Licensure and Standards
	<u>See particularly:</u>	
	<u>N.J.A.C. 6A:911.3</u>	
	<u>N.J.A.C. 6A:14-1.1 et seq.</u>	Special Education
<u>N.J.A.C. 6A:15-1.4</u>	Bilingual programs for limited English proficient students	
	<u>N.J.A.C. 6A:23-1.1 et seq.</u>	Finance and Business Services
	<u>See particularly:</u>	
	<u>N.J.A.C. 6A:23-3.4, -4.1 et seq.</u>	
<u>N.J.A.C. 6A:26-6.1 et seq.</u>	Facilities	Planning and Construction Standards for School
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts	
	<u>N.J.A.C. 6A:32-7.1 et seq.</u>	Student Records
	<u>N.J.A.C. 6A:32-8.3</u>	School attendance

SPECIAL EDUCATION (continued)

N.J.A.C. 6A:3212.1 Reporting requirements
 N.J.A.C. 6A:32-14.1 Review of mandated programs and services

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

20 U.S.C.A. 1400 et seq. - 1990 Individuals With Disabilities Education Act,
 P.L. 101476 (formerly Education for All Handicapped Children ActPart B)

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

34 CFR 76.1 et seq. - General Administrative Regulation EDGAR

34 CFR 77.1 et seq. - General Administrative Regulation EDGAR

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

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

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

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204,
 1216-17 (C. A.3 1993)

Cedar Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)

Manual for the Evaluation of Local School Districts

Possible

<u>Cross References:</u>	*1120	Board of education meetings	
	*4112.2	Certification	
		*4131/4131.1	Staff development;
inservice education/visitations/conferences			*5114
		Suspension and expulsion	
	*5120	Assessment of individual needs	
	*5125	Pupil records	
	*5131	Conduct/discipline	
	*5200	Nonpublic school pupils	
	*6121	Nondiscrimination/affirmative action	
	*6145	Extracurricular activities	
	*6151	Class size	
	*6164.2	Guidance services	
	*6164.4	Child study team	
	*9322	Public and executive sessions	

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

Policy

ALTERNATIVE EDUCATIONAL PROGRAMS

The board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the charter school. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the chief school administrator shall investigate and propose to the board for approval alternative programs and facilities. Alternative education programs shall be approved by the Commissioner of Education.

Each alternative education program shall fulfill the program criteria that are specified in N.J.A.C. 6A:16-9.2 including but not limited to:

1. [A maximum student-teacher ratio of 12:1 for high school programs,]
2. A maximum student-teacher ratio of 10:1 for middle school programs,
3. An Individualized Program Plan (IPP) shall be developed for each general education student enrolled in the program,
4. For students with disabilities the alternate education program shall be consistent with the student's Individualized Education Plan (IEP).

Home Schooling

The board acknowledges the right of parents/guardians to educate their children at home. At the board's request, parents/guardians who choose this option shall submit adequate evidence that they are providing a curriculum that is equivalent to that provided by this charter school.

Disruptive/Disaffected Children

The board of trustees recognizes that the active engagement of each pupil is a primary requisite for sound teaching and learning to take place. When a child is unable to benefit from the educational program because he/she is either disruptive or disaffected, then the educational goals of the charter school for that child will not be realized and the efforts of other pupils may be impeded.

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

When it is determined by the child study team that a disruptive/disaffected pupil is not classifiable, the board shall consider some other program as an alternative to regular classroom attendance. When the district does not have a suitable alternative program available, the chief school administrator shall recommend to the board placement in a program of another district, or home instruction.

In accordance with state law and board policy, disruptive pupils whose continuing attendance interrupts the

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion (see policy 5114).

Removal for Weapons Offenses or Assault

Any pupil who is convicted or found to be delinquent for the following offenses shall be immediately removed by the CSA from the charter school 's regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the board of trustees to remove the pupil:

- A. Possessing a firearm on any school property, on a school bus, or at a school-sponsored function; or
- B. Committing a crime while possessing a firearm.

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

Any pupil who assaults a pupil, teacher, administrator, board member, or other charter school employee with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative school or program, pending a hearing before the board. The chief school administrator shall determine when the child shall return to the regular education program.

Potential Dropouts

While statute requires attendance of each pupil only until 16 years of age, it is in the best interests of both pupils and the community that they complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond the schools.

The board directs that whenever a pupil wishes to withdraw, or has been identified as a potential withdrawal, effort should be made to determine the underlying reason and the resources of the district should be used to assist the pupil in reaching his/her career goals. No pupil under the age of 18 will be permitted to withdraw without the written consent of a parent/guardian.

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

- A. Make counseling services available to any pupil who wishes to withdraw;
- B. Make every effort to satisfy the pupil's future educational needs;
- C. Help the pupil define his/her own educational life goals and help plan the realization of those goals;
- D. Inform the pupil of the high school equivalency program;
- E. Point out to the pupil the opportunities available in the armed forces.

Date:

Key Words

Alternative Educational Programs, Home Schooling, Dropouts, Disruptive Pupils, Disruptive Students, Disaffected

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

Pupils, Disaffected Students, At-risk Pupils

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:111	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:37-1 <u>et seq.</u>	Discipline of pupils
	<u>See particularly:</u>	
	<u>N.J.S.A.</u> 18A:37-2.2	
	<u>N.J.S.A.</u> 18A:381, 25	Attendance at school free of charge ...
	<u>N.J.S.A.</u> 18A:5420	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:85.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:85.2	High school diplomas
	<u>N.J.A.C.</u> 6A:10A-3.1 <u>et seq.</u>	<i>School district-led standards-based instruction</i>
	<u>N.J.A.C.</u> 6A:10A-4.1 <u>et seq.</u>	<i>Role of Abbott district board of education</i>
	<u>N.J.A.C.</u> 6A:14-1.1 <u>et seq.</u>	Special Education
	<u>N.J.A.C.</u> 6A:16-5.5	Removal of students from general education for firearms offense
	<u>N.J.A.C.</u> 6A:16-5.6	Removal of students from general education for assaults with weapons
	<u>N.J.A.C.</u> 6A:16-9.1 <u>et seq.</u>	Alternative Education Programs
	<u>N.J.A.C.</u> 6A:16-10.1 <u>et seq.</u>	Home or Out-of-School Instruction for General Education Students
	<u>N.J.A.C.</u> 6A:30-1.4	Evaluation process for the annual review
	<u>N.J.A.C.</u> 6A:3213.1 <u>et seq.</u>	Student Behavior
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:32-13.2	
	<u>State v. Vaughn</u> , 44 <u>N.J.</u> 142, 1965	
	<u>State v. Massa</u> , 95 <u>N.J. Super.</u> 382, 1967	
	20 <u>USCA</u> Section 8921 Gun Free Schools Act	
	<u>Manual for the Evaluation of Local School Districts</u>	

Possible

<u>Cross References:</u>	*5113	Absences and excuses
	*5114	Suspension and expulsion
	5119	Transfers
	*5131	Conduct/discipline
	*5131.7	Weapons and dangerous instruments
	*5134	Married/pregnant pupils
	*6142.2	English as a second language; bilingual programs
	*6142.12	Career education
	*6164.2	Guidance services
	*6164.4	Child study team
	*6171.4	Special education
	*6173	Home instruction

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

ALTERNATIVE EDUCATIONAL PROGRAMS (continued)

Policy

HOME INSTRUCTION

To provide uninterrupted education for pupils unable to attend their regular classes because of illness, disability court order or administrative action, the board of trustees shall provide awayfromschool instruction when proper application has been made and subject to the following restrictions:

- A. The period of absence must be expected to be longer than two weeks except in special circumstances.
- B. A parent/guardian or appropriate adult authority must be within call during the period of instruction.
- C. In cases of illness or disability, medical certification is required both of the necessity for the pupil's absence and his/her fitness to benefit from the instruction.

Each case must be approved by board action; all requirements for receipt of state aid must be fulfilled.

The board shall provide home or out-of-school instructional services no later than five (5) days after the student has left the general education program.

The chief school administrator shall select the instructors and oversee coordination between the home instructor and the regular classroom teacher in determining the pupil's instructional program. The home or out-of-school instructional services shall meet the minimum standards that are specified in N.J.A.C. 6A:16-10.2 (d) including but not limited to:

1. The charter school shall develop an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and student progress,
2. The teacher providing instruction shall be appropriately certified,
3. The teacher shall provide one-on-one instruction with no fewer than 10 hours each week on three separate days and no fewer than 10 additional hours per week of guided learning experience.
4. The instruction shall meet the Core Curriculum Content Standards.

A pupil receiving home instruction is not considered absent.

Date:

HOME INSTRUCTION (continued)Key Words

Bedside Instruction, Home Instruction

Legal References:

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

Special education

See particularly:

N.J.A.C. 6A:14-4.8, 4.9

N.J.A.C. 6A:16-4.3

Reporting,

notification and examination procedures for

students suspected of being under

the influence of

alcohol or other drugs

N.J.A.C. 6A:16-5.5

Removal of students from general education for firearms offenses

N.J.A.C. 6A:16-5.6

Removal of students from general education for assaults with weapons offenses

N.J.A.C. 6A:16-10.1 et seq.

Home or Out-of-School Instruction

N.J.A.C. 8:611.1

Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)

H.A. v. Board of Education Warren Hills Regional, 1976 S.L.D. 336

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

Somerset County Educational Services Commission v. North Plainfield Board of Education 1999 S.L.D. September 7 State in re G.S. 330 N.J. Super. 338 (Ch. Div. 2000)

PossibleCross References:

*4112.2 Certification
 *5113 Absences and excuses
 *5114 Suspension and expulsion
 *5131 Conduct/discipline
 *5131.6 Drugs, alcohol, tobacco (substance abuse)
 *5131.7 Weapons and dangerous instruments
 *5134 Married/pregnant pupils
 *5141.2 Illness
 *6146 Graduation requirements
 *6164.2 Guidance services
 *6164.4 Child study team
 *6171.4 Special education
 *6172 Alternative educational programs

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

Policy

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The board directs the chief school administrator (CSA) to develop and implement a systematic shortrange and longrange plan for the continuing assessment of the progress of the educational program toward the goals established by the charter school. To this end, he/she shall recommend tests and methods indicated by his/her best professional judgment.

Pride Academy Charter School is dedicated to the power of assessment for driving instruction, shaping visions, and crafting action steps to realize goals. Multiple forms of data collection including formal and informal observations, in-house and outside standardized tests, self-and peer reflections, and group and individual pattern analysis will be utilized to help paint the most complete picture of how Pride Academy Charter School is achieving its mission and ways it can improve.

Research indicates that effective schools develop a multifaceted model of data gathering and interpretation that allows administrators and teachers to pose, investigate, and answer data-based questions about teaching and learning. Data categories can be intersected to provide deeper insight into student learning and how to improve it. As Victoria Bernhardt proposes in her seminal work on data-driven instruction, gathering data in a school means looking at students, teachers, and the school community in different ways and through different lenses. She suggests that an efficient model of data analysis for a school or program should include four different types of data:

--Student learning data (such as standardized test results, grade point averages, standard assessments, and other formal assessments)

--Demographic data (such as enrollment, attendance, grade level, ethnicity, gender, home background, and language proficiency)

--Perceptions data (such as opinions and views gleaned from surveys, questionnaires, interviews, and observations)

--School process data (such as systematic and reflective examination of teacher practices and student outcomes)
[Bernhardt, "Intersections, New routes open when one type of data crosses another" Journal of Staff Development, Vol. 21, Winter 2000]

All enrolled Pride Academy Charter School students will be administered an in-house standardized assessment designed to assess student proficiency with NJCCCS skills and to determine a baseline measure of student performance for data purposes. There will be a series of in-house assessments, written specifically for and administered to each of the grades 5-8 in the manner of pre-, mid-, and post-tests.

In addition to in-house standardized assessments, a school-wide outside source standardized testing instrument (such as Terra Nova) will be employed at the beginning and end of each school year to serve as an independent outside measurement of student growth and performance with key skills. Staff will use the data gained from this standardized test, as well as the data from the state NJASK and GEPA tests, to drive future instruction and shape

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

curriculum.

The board reserves the right to review each test and to approve those that serve a legitimate purpose without infringing upon the personal rights of the pupils or their parents/guardians. The results of any evaluation may be released by the chief school administrator using districtwide data. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

Additionally, a 360⁰ evaluation process will be used by the entire staff to evaluate progress and indicate areas for personal improvement to emphasize the importance of all stakeholders relying on outside measures to help drive whole school progress.

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

Continuously during the school year, the CSA will gather materials showing efforts to fully implement and to improve the charter school's educational program, in order to be able to prepare the annual report and the renewal report. The CSA will assemble these reports sufficiently in advance for the board of trustees to review and approve these reports prior to submission to NJDOE.

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

Date:

Key Words

Evaluation, Evaluation of the Instructional Program, Instructional Program

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7A10	Evaluation of performance of each school
	<u>N.J.S.A.</u> 18A:7E-2	
	through -5	School report card program
	<u>N.J.A.C.</u> 6A:71.4	Responsibilities of the district board of education
	<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:8-3.1, -4.3,	
	-4.4, -4.5	
	<u>N.J.A.C.</u> 6A:14-4.1(i)	General requirements
	<u>N.J.A.C.</u> 6A:23-8.3	Commissioner to ensure achievement of the Core Curriculum Content Standards
	<u>N.J.A.C.</u> 6A:301.1 <u>et seq.</u>	Evaluation of the Performance of School Districts

EVALUATION OF THE INSTRUCTIONAL PROGRAM (continued)

N.J.A.C. 6A:32-1.2

Definitions

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.Manual for the Evaluation of Local School Districts**Possible****Cross References:**

*1000/1010	Concepts and roles in community relations; goals and objectives
*1120	Board of education meetings
*5120	Assessment of individual needs
*5145.4	Equal educational opportunity
6000	Concepts and roles in instruction
*6010	Goals and objectives
6011	Thorough and efficient/QEA
*6141	Curriculum design/development
*6147	Standards of proficiency
*6171.4	Special education

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