

5430 CLASS RANK

Students should be challenged at an appropriate level and rewarded for taking rigorous academic courses. These choices reflect not only on the individual students, but on the entire district as well.

Class rank is calculated on a weighted 100 point scale. A student, along with his or her parent(s) should decide if class rank should appear on that student's transcript.

In calculating class rank, AP courses and dual-enrollment courses carry a college value weight of 1.3. All students enrolled in AP and dual-enrollment courses will receive college value weighting.

Students who take the AP exam associated with their enrolled AP course, shall be excused from the district's final exam for that course. A waiver of the final will not have a negative impact on the student's final grade for the course, and the final grade will be reconfigured to reflect such waiver. (Note: For students in the classes of 2020 and 2021, the college weight value for all AP courses will be 1.3.) Honors courses carry a value of 1.2. All other courses receive a value weight of 1.0. To determine credits per course, students earn 5.0 credits for full year courses successfully completed, 3.75 credits for a 3-quarter course (ex. Physical Education) successfully completed, 2.5 credits for a semester (half year) courses successfully completed, and 0.25 credits for 1-marking period courses (ex. Health) successfully completed. The process for computing class rank is delineated in the regulations.

Rank will be computed at the end of the third marking period of junior year, as of October 1 of senior year, and again at the end of the third marking period senior year.

Sample calculations and the process for arriving at the class rank are delineated in the regulations.

Unweighted Grade Point Average (GPA): A student, along with his or her parent(s) should decide if the unweighted GPA should appear on that student's transcript.

Unweighted GPA is calculated as follows:

Average Final Grade Percentage	GPA Value
90-100%	4.0



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Students
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85-89%	3.5
80-84%	3.0
75-79%	2.5
70-74%	2.0
65-69%	1.0
64% and below	0.0

Adopted: 20 November 2019



R 2624 GRADING SYSTEM

A. Purpose of Grading

1. The purpose of grading is to assist pupils in the process of learning; all grading systems will be subject to continual review and revision to that end.
2. Grades acknowledge a pupil's demonstrated proficiency in the New Jersey Student Learning Standards and locally established learning goals and objectives:
 - a. Active participation in and attention to daily lessons,
 - b. Frequent contribution to discussions,
 - c. Prompt, thorough, accurate, and neat preparation of assignments,
 - d. Thorough preparation and performance on tests and assessments,
 - e. Display of an eagerness to learn and an inquisitive approach to lessons,
 - f. Attention to the need for proper materials,
 - g. Cooperation with the teacher's efforts, and
 - h. Willingness to work to the best of his/her ability and to do more than the

minimum expected.

B. Preparation for Grading

1. Each pupil must be informed of the behavior and achievements expected of him/her at the outset of each course of study or unit of study.
2. Each pupil must be kept informed of his/her progress during the course of a unit of study. Pupils who so request are entitled to see the grades resulting from their performance during the grading period.
3. Each method of grading shall be appropriate to the course of study and the maturity and abilities of the pupils.



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4. Pupils should be encouraged to evaluate their own achievements.
5. The process of review and revision will involve teaching staff members, parent(s) or legal guardian(s), and, as appropriate, pupils.

C. Grading Periods

1. Grades will be awarded at the end of four marking periods in each school year for grades 6-12 and three times (trimesters) in each school year for grades K-5.
2. Progress reports will be made available for students in grades 6-12 at mid-point of each marking period.
3. Pupils will be given a final grade in each subject at the end of the school year in grades 6-12.
4. Grades will be recorded on report cards for parent(s) or legal guardian(s) notification in accordance with Policy No. 5420 and Regulation No. 5420.
5. Grades will be accessible for students and parents via the online grading portal and will be kept up to date and available on a timely basis.

D. Common Grading Practices

1. Departments will base their grades on a scale of 100 percentage points.
2. Within each department, there will be common grading percentages for:
 - a. Category 1 (Major assignments)
 - b. Category 2 (Minor assignments)
 - c. Academic Responsibility
3. These percentages will be pre-set in the teacher's electronic gradebook for each marking period.



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4. In determination of these percentages, the following grading guideposts will be used:

Category 1: Examples: standards-based unit assessments, culminating projects, culminating presentations, final essays, final reports	25-40%
Category 2: Examples: section quizzes, take-home quizzes, milestones within a long-term project, in-class discussions, clicker questions, low-stakes group work, labs	50-75%
Academic Responsibility Examples: homework (recorded for each individual assignment and not a running total), participation	0-10%

5. Teachers will include a minimum number of assignments/assessments in each of the following categories:
- Category 1: Minimum of 2 assignments/assessments
 - Category 2: Minimum of 6 assignments/assessments
 - Academic Responsibility: Minimum of 4 *if including*

***Behavior and engagement will not be factored into the grade, and indicated in other ways, such as report card comments.

E. Meaning of Grades



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1. The following grading scales and indicators shall be used:

The Superintendent, in consultation with the teaching staff, shall develop a grading system to be used uniformly in the same grade level throughout the schools. The system should be clear, easily understood by parents and legal guardians and student, 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.

- a. Elementary grades kindergarten- five:

Performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.

3 - The student is meeting grade level expectations. Performance is characterized by thorough understanding of concepts and skills.

2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.

1 - The students is not meeting grade level expectations. At this time performance does not demonstrate understanding of basic concepts and skills. Performance is inconsistent even with guidance and support.

NA - Not assessed

Performance in special subject areas will be reported accordingly:

O - Outstanding

S+ - Very Good



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S - Satisfactory

N - Needs Improvement

Personal/Social Development will be reported accordingly:

S - Satisfactory

I - Inconsistent

N - Needs Improvement

b. Secondary grades six- twelve

Grades are based on a 100 point scale and reported as a numerical value.

In emergency situations, such as when school may need to transition to online, the use of "P" for pass and "F" for fail may be incorporated as needed.

2. Teachers may accompany grades with an indication by asterisk (*) that the grade has been adjusted to reflect the relationship of the pupil's efforts and achievements to his/her own abilities and expectations.
3. Final grades, year-end or semester-end, will be calculated by dividing the sum of the marking period numerical grades by the number of marking periods.

F. Procedures for Dropping/Adding Courses or Changing Levels

Students are given a genuine opportunity to select the courses, which they will take. Students have adequate time to discuss their choices with their counselors and with their families. The school program each year is a direct result of student requests. The number of class sections, which classes are offered, and which classes are not offered, is determined chiefly from student requests.

1. One of the principal strengths of our program is variety. We expect students to have:
 - a. A variety of learning experiences;
 - b. A variety of learning environments; and



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- c. Working experience with a variety of personality types.
2. It is reasonable to expect students:
 - a. To live with the choices they make;
 - b. To meet a challenge where it occurs; and
 - c. To work in order to succeed.

Students must approach course selection seriously and accept responsibility for their choices.

1. Drop/Add Policy not involving Advanced Placement Courses

Students are given an opportunity to select appropriate courses from year to year. The following four conditions must be satisfied before approval for a course to be dropped will be granted.

- a. Careful review by the counselor to insure a change is both necessary and justified.
 - b. Course changes must be approved by the appropriate Curriculum Director.
 - c. Courses may only be dropped/added during the first (2) weeks of the school year or new semester.
 - d. The course must be replaced by a suitable alternative.
2. Change of Level not involving Advanced Placement courses

To assure the best learning conditions for a student, it is sometimes necessary to change the level of a course in which a student is enrolled. Such change should be made only after careful consideration.

- a. A change in level will only be made after contact among the Curriculum Director, counselor, parent, student and teacher.
- b. Level changes may be requested by the student or the teacher.



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c. Requests for level changes will only be considered up to one week after the receipt of the first marking period progress report.

3. Procedure for Dropping an Advanced Placement course

a. Students and parents complete the AP Contract by April 30th and return to the appropriate guidance counselor. Once scheduled for AP, students are unable to request a change during the spring/summer leading up to the year where the AP course(s) will be taken. Students will be unable to drop an AP course prior to September 15th.

b. Students must first experience the course before requesting a change.

c. If a student wishes to drop the course, they must first have a conversation with his or her teacher to discuss reasons for wanting to drop the course.

d. Student then makes an appointment to see his or her guidance counselor in person to discuss reasons for wanting to drop the course and if the change is possible in the student's schedule.



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e. If students are requesting a change due to academic struggles, they must also be able to demonstrate that they have sought out the necessary academic assistance.

- i. Advisory time
- ii. After school help
- iii. Peer/NHS Tutoring

f. After the student and parent(s) have gone through the above procedure, should they still feel that a change is needed, they will be required to submit a written request to the appropriate Director/Supervisor.

1. This request should include a brief summary of all of the prior steps that were taken.

g. The appropriate K-12 Director/Supervisor will respond to the student's guidance counselor with a final decision after reviewing the request.

h. The student's guidance counselor will meet with the student and make contact with the student's parent(s)/guardian(s) to inform them of the final decision.

4. Record Keeping

a. If a course is dropped before the close of first marking period, no record will be kept.



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b. If a course is dropped after the close of the first marking period, the student's report card/transcript will reflect a WP (Withdrawn Passing) or WF (Withdrawn Failing) for that particular course depending on the academic standing of the student at the time of removal from the course.

5. Record Keeping

At the teacher's discretion, seniors who maintain an average of 90 or above in a full-year course may be exempted from the final exam.

G. Grade Validation

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

1. The daily attendance and tardiness record;
2. All grades earned for classroom activities such as quizzes, tests, reports, and class recitations;
3. All grades earned for activities conducted elsewhere, such as homework assignments and term papers;

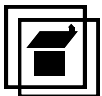


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4. Any notation regarding the meaning of each grade and its relation to the type of activity or material covered;
 5. Any notation of discussions with the pupil on a grade or the pupil's cumulative grade average;
 6. Any referrals for guidance, discipline, and the like; and
 7. Any notations recording communications between the teacher and the parent(s) or legal guardian(s), the Principal, or other teaching staff members.
- H. Appeal
1. Each teacher is responsible for the determination of the grade a pupil receives for participation in the teacher's course of study.
 2. Each teacher may be required to furnish reasons, supported by evidence (see E above) to substantiate any grade earned.
 3. If a grade is challenged by a pupil or a parent(s) or legal guardian(s), the teacher will convene a conference and will explain the grading system and the reasons for the final grade.
 4. If the parent(s) or legal guardian(s) or pupil is not satisfied by the teacher's explanations, he/she may appeal the grade to the Principal, who will consult with



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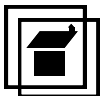
the teacher and the pupil in an attempt to resolve the dispute. The Principal will give every reasonable deference to the teacher's professional judgment.

5. If the Principal determines that the grade should be changed, he/she will alter the grade on all records and indicate by whose authority the grade has been changed.

6. No reprisals will be taken in any form against a teacher who remains determined in his/her belief that the grade originally given is fair and correct.

7. The Superintendent may hear an appeal from the Principal's determination. Only in the most extraordinary circumstances will the Superintendent alter a grade determined at the school building level.

Issued: May 2020



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[See POLICY ALERT Nos. 198, 222, and 228]

2415 EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 that provides Federal funds to help all New Jersey's school children achieve. The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under the ESSA and the district will comply with the requirements of all the programs authorized by the ESSA.

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

Application Procedure

The district will submit an annual ESSA Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and the ESSA for the district to be considered for funding under the ESSA.

Covered Programs

Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.

Title I

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



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

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

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

Type of Title I Program

The school district will offer a **School-wide and Target Assistance** _____ (School-wide or Target Assistance or Public School Choice) Title I program.

School-wide Program

High-poverty schools (a school with at least 40% poverty or any school below 40% poverty with a waiver issued by the New Jersey Department of Education) are eligible to adopt school-wide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I funds to serve all children in the school. A school-wide program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.



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X Target Assistance Program

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.]

New Jersey Department of Education Accountability System

The district will comply with the accountability system established by the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United States Department of Education.

Fiscal Responsibility

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

Staff

The district will comply with the staff certification requirements of the ESSA and the NJDOE. In addition, the district will ensure all paraprofessionals meet the requirements as established by the ESSA and as outlined in Policy 4125 – Employment of Support Staff Members.

Parent and Family Engagement ~~Parental Involvement~~

The district will comply with the requirements as outlined in Policy 2415.04 – **Title I – District-Wide Parent and Family Engagement** ~~Parental Involvement~~ and Policy 2415.50 – Title I – School Parent and Family Engagement as applicable in accordance with the NJDOE and the ESSA.

Student Surveys, Analysis, and/or Evaluations

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



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Unsafe School Choice Option

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

Property

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

Capital Expenses

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

Post-Award Requirements

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

Supplement, Not Supplant

Grant funds provided under Federal programs, including the ESEA of 1965 as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for



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the education of students participating in programs assisted under the ESEA of 1965 as amended by the ESSA.

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Evaluation

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

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.



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Adopted:



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[See POLICY ALERT No. 228]

5722 STUDENT JOURNALISM

The Board of Education believes it is important to afford students the opportunity to exercise their creativity, passion, and constitutionally-protected freedom of speech. However, the Board also believes this opportunity must be balanced between ensuring students have the right to speak freely while also preserving the ability of district staff to maintain the safe and orderly operation of the school district. The Board adopts this Policy granting students the right to exercise freedom of speech and of the press in accordance with N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45.

For the purpose of this Policy, the following terms shall mean:

“Prior restraint” means a school official informing a student journalist(s) the news, opinion, feature, and advertising content of school-sponsored media, subject to the restrictions listed in N.J.S.A. 18A:36-45.b., N.J.S.A. 18A:36-45.c., and the provisions of this Policy, cannot be published in school-sponsored media or a school official takes any action to prevent a student from doing so.

“Prior review” means a school official reviewing school sponsored media before it is published, broadcast by a student journalist at school or distributed, or generally made available to members of the student body.

“School official” means the Principal or designee or an administrative staff member designated by the Superintendent.

“School-sponsored media” means any material that is prepared, substantially written, published, or broadcast by a student journalist at school, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. School-sponsored media does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

“Student journalist” means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.



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“Student media advisor” means an individual employed, appointed, or designated by the district to supervise or provide instruction relating to school-sponsored media.

Student journalists have the right to exercise freedom of speech and of the press in school-sponsored media, regardless of whether the media is supported financially by the district or by use of school district facilities, or produced in conjunction with a class in which the student is enrolled. Subject to 1. through 5. below, student journalists are responsible for determining the news, opinion, feature, and advertising content of school-sponsored media. N.J.S.A. 18A:36-45.b. and this Policy shall not be construed to prevent student media advisors from teaching professional standards of English and journalism to student journalists.

This Policy does not authorize or protect expression by a student that:

1. Is libelous or slanderous;
2. Constitutes an unwarranted invasion of privacy;
3. Is profane or obscene;
4. Violates Federal or State law; or
5. So incites students as to create a clear and present danger of the commission of an unlawful act, the violation of school district policies, or the material and substantial disruption of the orderly operation of the school.

The district shall not authorize any prior restraint of any school-sponsored media except for the types of expression prohibited under N.J.S.A. 18A:36-45.c. and as listed in 1. through 5. above.

A school official may implement a procedure for prior review of school-sponsored media. Any prior review of school-sponsored media required by the school official shall be communicated to the student journalist by the school official and be conducted within three school days after submission to the

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school official by the student journalist. If the school official cannot show the school-sponsored media is prohibited under N.J.S.A. 18A:36-45.c. and 1. through 5. above, within the three school days, the student journalist may release the school-sponsored media.

When a school official determines the restraint of student expression is necessary, the school official shall simultaneously identify at least one of the five prohibitions listed in 1. through 5. above under N.J.S.A. 18A:36-45.c. and in this Policy under which the limitation of student expression is appropriate. This determination shall be provided to the student journalist in writing by the school official that made the determination.

A student journalist may appeal, to the Superintendent or designee, a determination by a school official that the restraint of student expression is necessary. An appeal must be submitted in writing to the Superintendent or designee within five school days of the written determination being communicated to the student journalist. The appeal must include a copy of the written determination and the reasons why the student journalist believes the limitation is not appropriate. The Superintendent or designee may, but is not required to, provide the student journalist an opportunity to present their written appeal in person. The Superintendent or designee will make a determination on the appeal within five school days of receiving the written appeal from the student journalist. The student journalist may appeal a decision of the Superintendent or designee to the Board of Education in writing. The Board of Education will make a decision on the appeal at the first Regular Board Meeting after receiving the written appeal or within ten school days after receiving the written appeal.

A student journalist that violates a provision of this Policy may be subject to appropriate discipline.

The school district shall not sanction a student operating as an independent journalist.

A staff member shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45 and this Policy, or refusing to infringe upon conduct that is protected by this Policy, the First Amendment to the United States Constitution, or paragraph 6 of Article I of the New Jersey Constitution.

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The Superintendent or designee shall determine reasonable provisions for the time, place, and manner of student expression for the purposes of school-sponsored media.

N.J.S.A. 18A:36-44; 18A:36-45

Adopted:



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Quorum
Jun 22

[See POLICY ALERT No. 228]

0163 QUORUM

A quorum of the Board of Education shall consist of a minimum of five Board members, and no business shall be conducted in the absence of a quorum, except when the Doctrine of Necessity is invoked.

All Board meetings shall be called to commence not later than 8:00 p.m. of the designated day but, if ~~In the event~~ a quorum is not present at the time for which the meeting is called, the Board member or Board members present ~~hour of convening, the meeting may be recessed~~ recess the meeting to a time not later than 9:00 p.m. of the same day; and, if a quorum be not present at that time, ~~is not then present,~~ the member or members present may adjourn the meeting to commence not later than 8:00 p.m. of another day, but not more than seven days following the date for which the original meeting was called, but no further recess or adjournment of the meeting shall be made ~~a later date within seven days.~~

The Board of Education recognizes ~~that~~ there may be matters that come before the Board or acts required of Board members in their official capacity where the Board member may have a conflict of interest or the act by a Board member would be in violation of N.J.S.A. 18A:12-24. In these matters, the Board member(s) shall ~~will~~ remove themselves ~~himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter. The Board will consider this matter without the Board member(s) who has the conflict.

In the event a matter comes before the Board or an act is required of a Board member in ~~their his/her~~ official capacity that is a conflict or would be in violation of N.J.S.A. 18A:12-24, the Board would still be required to have a quorum to consider the matter. However, the New Jersey Department of Education and the School Ethics Commission ~~has~~ envisioned this prohibition could create a situation in which the number of conflicted Board members would prevent ~~so many Board members have a conflict, that the Board would be unable to take action on~~ a matter. Therefore, when more than a quorum of the Board members must abstain from voting on a matter due to a conflict or the act would be in violation of N.J.S.A. 18A:12-24, the Board will invoke the Doctrine of Necessity consistent with the New Jersey Department of Education and School Ethics Commission guidelines as follows:



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Quorum

A. Board Member(s) in Conflict - Less Than a Majority of The Board

1. In the event a Board member(s) has a conflict of interest where the Board member will act in ~~their his/her~~ official capacity, the Board member must remove ~~themselves himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.
2. In the event a Board member is unsure whether ~~they he/she~~ or any other Board member has a conflict of interest or whether the matter, if acted upon by a Board member(s) is in violation of N.J.S.A. 18A:12-24 - Prohibited Acts, the School Board Attorney will make a determination.
3. The School Board Attorney will provide the Board of Education an opinion on whether the matter is a conflict of interest or act prohibited by N.J.S.A. 18A:12-24 - Prohibited Acts.
4. If the Board member(s) believes ~~they he/she have has~~ a conflict of interest where ~~they he/she~~ will act in ~~their his/her~~ official capacity or if the School Board Attorney renders an opinion ~~that~~ the Board member has a conflict of interest where the Board member will act in ~~their his/her~~ official capacity, the Board member will remove ~~themselves himself/herself~~ from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.

B. Board Member(s) in Conflict - A Majority of Board Members in Conflict

1. In the event:
 - a. A Board member(s) believes ~~they he/she have has~~ a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where he/she will act in his/her official capacity;~~ or
 - b. If the School Board Attorney renders an opinion ~~that the~~ a Board member(s) has a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where the Board member will act in his/her official capacity;~~ and



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- c. The number of Board members that have a conflict would make it so the Board would be unable to take action on the matter, then the Board may invoke the “~~Rule [or Doctrine]~~ of Necessity.” (Citing U.S. v. Will, 449 U.S. 200 (1980)).

C. ~~Rule [Or Doctrine]~~ Of Necessity

1. The Doctrine of Necessity may be invoked when more than a quorum of the Board must abstain from voting on a matter.
2. There are three prerequisites necessary for a Board to invoke the Doctrine of Necessity:
 - a. The Board must be unable to act without the members in conflict taking part;
 - b. There must be a pressing need for action, i.e. the matter cannot be laid aside until another date; and
 - c. There can be no alternative forum that can grant the same relief.

~~(Allen v. Toms River Regional Board of Education, 233 N.J. Super 651 (Law Division 1989)).~~

3. When the School Board Attorney advises the Board the Doctrine of Necessity must be invoked in order to obtain a quorum on a vote, the Board must **publicly state: announce that it is invoking the Doctrine.**
 - a. **That it is invoking the Doctrine of Necessity; The announcement must include the reason the Board must invoke the Doctrine of Necessity including stating the nature of each Board members conflict.**
 - b. **The specific reason/purpose for which the Doctrine of Necessity is being invoked; and The announcement will be in writing and should be recorded in the minutes of the meeting by the Board Secretary at the point when the vote takes place.**



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- c. **The specific nature of the conflict of interest for each Board member that has a conflict of interest: ~~It is enough for the Board to announce it is invoking the Doctrine and a Board Resolution is not required.~~**
 - (1) **The specific nature of the conflict of interest for each Board member should include the Board member's name; the name of the immediate family member or relative which is the basis for the conflict of interest, and the position that immediate family member or relative holds; or**
 - (2) **If the specific nature of the conflict of interest for a Board member is a conflict other than an immediate family member or relative, the announcement should include the conflict which is the basis for the conflict of interest.**

- 4. **When the Board invokes the Doctrine of Necessity, it will adopt a Resolution setting forth the same information as outlined in C.3. above.**

- 54. **When the Board invokes the Doctrine of Necessity, the Resolution will be:**
 - a. **Read at a regularly scheduled public meeting;**
 - b. **Posted in such places the Board posts public notices for thirty days; and**
 - c. **Provided to the School Ethics Commission ~~When the Board announces the Doctrine of Necessity is being invoked, the details, parameters and/or other pertinent facts of the matter to be voted should be revealed on an agenda for the public meeting in which the matter is to be voted upon.~~**



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65. The Board members who have a conflict in the matter are prohibited from:
 - a. Participating in any discussions on the matter prior to the announcement **of the invocation of the Doctrine of Necessity at the** and public meeting; and
 - b. **Being present in an executive session when the matter is being discussed** ~~From entering an executive session in order to discuss the merits of the matter or contract; and~~
 - c. ~~From~~ **Offering** their opinions on the matter at any time prior to the announcement **or the invocation of the Doctrine of Necessity** and public meeting.
6. ~~The Board members who have a conflict in the matter may only participate to the extent they may vote after the motion to approve and/or ratify the matter has been made and seconded and the Doctrine of Necessity has been thoroughly explained to the public.~~
7. **The** Board members **who have a in** conflict may only ask questions regarding the matter to be voted on in public and after the Board has invoked the Doctrine of Necessity.
8. **The** Board members **who have a in** conflict may explain their reasons for not voting just before the vote.

N.J.S.A. **18A:10-6**; 18A:12-24

New Jersey School Ethics Commission – Advisory Opinions A10-93(b), and
A07-94, and **C07-96**

**New Jersey School Ethics Commission – Resolution on Invoking the Doctrine
of Necessity – June 25, 2018**

Adopted:



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High School Student Representative to the
Board of Education
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[See POLICY ALERT No. 228]

0143.2 HIGH SCHOOL STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION

The Board of Education recognizes that experience gained by and input from students in the school district is a valued source for improving the operation of the school district. To this end, and in accordance with N.J.S.A. 18A:12-1.3 and N.J.S.A. 18A:36A-11.2, the Board authorizes the appointment of a minimum of one student selected by the student body to serve as a nonvoting student representative on the Board. The student representative must be selected from one of the grades nine through twelve.

The student body may elect or appoint the student representative to the Board in a process to be determined by the Superintendent or designee. When developing the process the Superintendent or designee shall consider input provided by the student body.

The student representative shall serve for a one school year term and their duties shall include:

1. Attending all Board meetings, excluding any discussions of the Board involving subjects which are confidential;
2. Representing all high school students within the district and presenting student proposals and concerns to the Board for its consideration; and
3. Keeping high school students informed of the business of the Board by providing a monthly report to the Student Council concerning the activities of the Board.

The student representative shall rotate each school year among the high schools in the district if the district has more than one high school.



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High School Student Representative to the
Board of Education

Student representatives are expected to adhere to all bylaws, policies, and regulations of the Board in their role. The Board in no way relinquishes any of its authority, powers, prerogatives, or responsibilities, but rather adds to its membership a nonvoting student representative(s) for the mutual benefit of the Board, student body, and the school district.

N.J.S.A. 18A:12-1.3; 18A:36A-11.2

Adopted:



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June 22

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[See POLICY ALERT Nos. 212 and 228]

1511 BOARD OF EDUCATION WEBSITE ACCESSIBILITY

It is the goal of the Board of Education that the information on the school district's **internet** websites **are** ~~is~~ accessible to individuals with disabilities in compliance with the requirements of **Federal law** (Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35) **and New Jersey law** (N.J.S.A. 18A:36-35.1).

A. **Federal Law – American with Disabilities Act (ADA)**

1. For the purposes of ~~this Policy~~ **the Federal law - Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35 and this Policy**, "school district website" includes, but is not limited to, the internet home page, all subordinate pages, school or school district department pages, intranet pages and sites, and includes online content and functionality, developed by, maintained by, or offered through a third-party vendor or by using open sources.
2. The accessibility of online content and functionality will be measured according to the **most up-to-date version of the** World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) ~~2.0 Level AA~~ and the Web Accessibility Initiative Accessible Rich Internet Application Suite (WAI-ARIA) 1.0 for web content (benchmarks for measuring accessibility).
3. By conforming to the benchmarks for measuring accessibility set forth above, the Board of Education will ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to access the information on the district's website, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website.~~ **When**



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Board of Education Website Accessibility

~~fundamental alteration or undue burden defenses apply, the district will make reasonable modifications/accommodations for individuals with disabilities in order to provide equally effective alternate access. In providing such access, the district will ensure that to the maximum extent possible individuals with disabilities receive the same benefits or services as their nondisabled peers. To provide equally effective alternate access, alternates are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement.~~

4. To ensure ~~that~~ the district's website conforms with the above benchmarks for measuring accessibility, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website,~~ the Superintendent of Schools will designate a school staff member to act as the Website Accessibility Coordinator. The Coordinator will:
 - ~~a1.~~ Ensure that in-house staff and contractors responsible for webpages and webpage content development are properly trained on the Board of Education's website accessibility policy and procedures;
 - ~~b2.~~ Ensure that all new, newly added, and modified online content and functionality is accessible to people with disabilities as measured by conformance to the above benchmarks by, among other things:
 - ~~(1)a.~~ Checking the hypertext markup language (HTML) of all new webpages on the website to make sure that accessible elements are used, including "alt" tags, long descriptions, and captions, as needed;
 - ~~(2)b.~~ Ensuring that webpages are designed in a manner that allows them to be displayed using a visitor's own settings for color and fonts, and can be navigated with a keyboard;



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- (3)e. If images are used, including photos, graphics, scanned images, or image maps, making sure to include text equivalents for them, using "alt" tags and/or long descriptions for each and ensuring the text equivalents convey the meaningful information presented visually by the image;
- (4)d. If online forms and tables are used, making those elements accessible;
- (5)e. Ensuring that videos appearing on the website include appropriately synchronized audio description and captions;
- (6)f. Ensuring when posting new documents on the website, the documents shall be provided in HTML or another text-based format (even if they are provided in another format, such as portable document format (PDF)). If documents are provided in both formats, provide both formats at the same time so people with disabilities have the same degree of access as others;
- (7)g. Periodically enlisting people with a variety of disabilities to test the Board of Education's webpages for accessibility and ease of use and use this information to increase the Board's website accessibility;
- (8)h. Periodically coordinating the audit of existing content and functionality of the website to identify online content or functionality that is inaccessible to persons with disabilities; and
- (9)i. Developing and carrying out a corrective action plan, when necessary, for making the district's existing web content accessible.



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- c3. Ensure that alternative means are available for people with disabilities to access information, programs, and services that are normally provided on the Board's website.

B. New Jersey Law – N.J.S.A. 18A:36-35.1

1. **For the purpose of New Jersey law – N.J.S.A. 18A:36-35.1 and this Policy, “internet website or web service” includes any webpage, website, web service, online curriculum, or online third party or open educational resource product that is made available to enrolled students or the public by the school district.**
2. **Pursuant to N.J.S.A. 18A:36-35.1, no school district shall make available to the enrolled students of the district or school or to the public an Internet website or web service unless the Internet website or web service complies with the most up-to-date version of the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) if the Guidelines are approved by the Commissioner of Education, or any other applicable guidelines or requirements as may be designed or approved by the Commissioner of Education.**
3. **In accordance with N.J.S.A. 18A:36-35.1.a. and b., the school district is required to submit a statement of assurance attesting to compliance with N.J.S.A. 18A:36-35.1 as required by the Commissioner of Education.**

This Policy establishes minimum standards for the accessibility of web-based information and services considered necessary to meet the district's goals and ensure compliance with applicable **Federal and State** laws.

Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990
34 C.F.R. Part 104; 28 C.F.R. Part 35
N.J.S.A. 18A:36-35.1

Adopted:



CARE OF SCHOOL PROPERTY (M)

5513

M

The Board of Education believes the school district should help students learn to respect property and instill feelings of pride in their school. The Board requires each student in the district to responsibly care for school property and the school supplies and equipment entrusted to the student by the school district.

Students who cause damage to or lose school property may be subject to disciplinary measures. The Board authorizes the imposition of a fine for the loss, damage, or destruction of textbooks and technological devices and reserves the right to withhold a report card or diploma from any student whose payment of a fine is in arrears.

A student who demonstrates chronic and/or serious disregard for property may be referred to the Child Study Team.

The Superintendent shall develop rules for the safekeeping and accounting of textbooks and prepare a schedule of fines for lost, damaged, and destroyed textbooks.

N.J.S.A. 18A:34-2; 18A:37-3

N.J.A.C. 6A:23A-20.6

Adopted:

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Care of School Property
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[See POLICY ALERT No. 228]

R 5513 CARE OF SCHOOL PROPERTY

A. **Teaching Staff Member** ~~Teachers~~' Responsibilities

1. ~~Teachers will exercise judgment in the entrustment of school property to students.~~
12. **Teaching staff members** ~~Teachers~~ will impress upon all students the importance of the proper care of school property and instruct students in the proper use of school facilities, equipment, instructional materials, and textbooks.
23. **Teaching staff members** ~~Teachers~~ will keep an accurate inventory of textbooks and other materials **in assigned to** ~~their classrooms.~~

B. General Rules Governing the Use of School Property

1. Students shall not deface the school building, furnishings, or equipment in any manner.
2. Students shall not use school furnishings or equipment for purposes other than those for which the furnishing or equipment was designed and intended.
3. Students will care for school textbooks in accordance with **paragraph D. below.**

C. Distribution and Collection of Textbooks and Materials

1. ~~Each T~~textbooks will be **identified stamped** as the property of the Board of Education ~~and marked with a number unique to that book.~~
2. A label **shall will** be affixed to ~~the front of~~ each textbook and will include:
 - a. The name of the Board of Education; **and**



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- b. The name of the school,
 - c. ~~The year in which the book was purchased, and~~
 - d. ~~The number assigned to the book.~~
3. The following information will also be entered on the label **or documented in another manner** each time the book is issued to a student:
 - a. The name of the student to whom the book is issued,
 - b. The date on which the book is issued to the student,
 - c. The condition of the book when it is issued, and
 - d. The condition of the book when it is returned.
4. Each classroom teacher will keep a permanent record of the textbooks used in **their his/her** classroom. The record will include all the information listed in ~~paragraph C.2. and paragraph C.3.~~ **above.**
5. A lost textbook must be promptly reported to the **teaching staff member teacher** who issued the book. A replacement textbook will be issued **to the student as soon as possible** ~~immediately.~~
6. Textbooks will be collected and inspected before the end of the school year or marking period, as appropriate. Once inspected, a textbook will be returned to inventory until it is again distributed to a student.
7. Students must remove covers, loose papers, and markings before returning any textbook.
8. Fines **may will** be assessed for lost and damaged textbooks in accordance with **a schedule as approved by the Superintendent or designee** ~~paragraph E.~~



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D. Care of Textbooks by Students

1. Students shall take care not to lose or misplace a textbook or expose a textbook to conditions or circumstances likely to destroy, damage, or degrade it.
2. All textbooks that will be taken home by students must be protected with an appropriate cover to be supplied by the student.
3. Students should not:
 - a. Use pens, pencils, or other implements to mark a place in a textbook;
 - b. Use a textbook to file bulky papers and notes;
 - c. Write in textbooks; or
 - d. Soil textbooks beyond normal use.

E. Fines and Penalties

1. ~~Fines will be assessed as follows for any lost textbook or textbook damaged beyond normal wear.~~

<u>Loss or damage</u>	<u>Fine</u>
Lost book issued in ————— — new condition	80% of list price
Lost book issued in ————— — good condition	60% of list price
Lost book issued in ————— — fair condition	40% of list price
Lost book issued in ————— — poor condition	20% of list price
Broken bindings	\$1
Defaced cover	50 cents
Missing pages	25 cents per page
Loose or torn pages	10 cents per page
Marks not damaging to text	5 cents per page



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Marks damaging to text	25 cents per page
Dog-eared pages	10 cents per page
Soil not damaging to text	5 cents per page
Soil damaging to text	25 cents per page
Book so damaged (by water or otherwise) as to be unusable	as for lost books

12. The **teaching staff member** ~~teacher~~ will inspect each textbook returned and **may will** assess a fine for ~~each~~ lost or damaged books. The teacher will prepare a **report form in triplicate to be submitted to the Principal or designee** that includes:
- The name and number of the textbook damaged or lost;
 - The name of the student **that lost or damaged a textbook**;
 - The loss or **extent of** damage to the textbook; and
 - The amount of the fine **assessed, if any**.
23. In setting fines the **teaching staff member** ~~teacher~~ may take into account verified extenuating circumstances.
4. ~~The student will take the form to the _____ and make payment of the fine assessed. The _____ will sign the form when payment is made.~~
35. **Teaching staff members** ~~Teachers~~ will not collect fines. **Textbook fines shall be submitted to the Principal or designee.**
6. ~~Copies of the form will be distributed as follows:~~
- ~~The _____ (same as ¶E4) will retain one copy for office records.~~
 - ~~The student will be given one copy as receipt for the fine.~~
 - ~~The teacher will be given one copy as evidence that the fine has been paid.~~



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47. A student who finds their lost textbook, **after being assessed and paying a fine**, will be reimbursed any fine paid for the lost textbook but **may** ~~will~~ be assessed a fine for any damage done to the book.
58. **The Board of Education may withhold** ~~A student who has not paid a fine owed will not receive~~ a diploma, transcript, transfer card, or report card until the fine has been **duly paid and acknowledged**. ~~A high school senior who has unpaid fines may participate in the graduation ceremony but will receive a blank diploma.~~
9. ~~If fines remain unpaid, the _____ may request payment from the parent(s) or legal guardian(s), notify the student's employer, or take such other steps as may be appropriate to ensure that moneys due the district are paid and that the importance of taking responsibility for the consequence of one's acts is instilled.~~

Adopted:



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School District Issued Student Identification Cards

Jun 22

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[See **POLICY ALERT Nos. 218 and 228**]

5517 SCHOOL DISTRICT ISSUED STUDENT IDENTIFICATION CARDS

The Board of Education recognizes school building security measures are important for the safety and welfare of all students, staff, parents, and community members in school buildings. In recognizing this important responsibility, the Principal or designee may require students to carry a school district issued Identification Card.

An Identification Card will be issued to all students in

Choose one or more of the following:

all school buildings,

elementary schools,

middle schools,

high schools.

[Required For Any Grades Seven through Twelve

The Identification Card shall have printed on the back the telephone number for the New Jersey Suicide Prevention Hopeline (NJ Hopeline) and contact information for a crisis text line pursuant to N.J.S.A. 18A:6-113.1. The district may, in addition to the telephone number for the NJ Hopeline and contact information for a crisis text line, provide the contact information for the National Suicide Prevention Lifeline, a school district crisis center, or any other mental health support services pursuant to N.J.S.A. 18A:3B-73.2.]

The Principal or designee may require a student to present their Identification Card at any time during the school day or at any time during a school-sponsored activity on school grounds.



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School District Issued Student Identification Cards

Notwithstanding any provision of this Policy, the Principal or designee may also require students carry their Identification Card at any school-sponsored, off-campus activity, including but not limited to, field trips or interscholastic sports programs pursuant to N.J.S.A. 18A:36-43a. The provisions of this Policy shall not be construed to require a student to carry the Identification Card while participating in an athletic contest or competition, an activity involving fine arts or performing arts, or any other activity that the Commissioner of Education determines does not require the physical possession of an Identification Card. An Identification Card used in accordance with N.J.S.A. 18A:36-43a shall include, but need not be limited to, the following information: the student's name; an up-to-date photograph; and the current school year.

Any student who fails to have the Identification Card in their possession or fails to present it when required may be denied access to an event or activity and may be subject to appropriate discipline.

An Identification Card issued in accordance with this Policy shall not be considered a government record pursuant to P.L. 1963, c.73 (N.J.S.A. 47:1A-1 et seq.), P.L. 2001, c.404 (N.J.S.A. 47:1A-5), or the common law concerning access to government records.

N.J.S.A. **18A:3B-73.2**; **18A:6-113.1**; 18A:36-43

Adopted:



DRESS AND GROOMING

3216

The Board of Education believes the professional appearance and dress of teaching staff members is an important component of the educational program of this school district. The attitude of teaching staff members about their professional responsibilities and the importance of education in the lives of their students are reflected in their dress and appearance. Accordingly, in order to create an atmosphere of respect for teaching staff members and an environment conducive to discipline and learning, the Board establishes the following rules for the dress of teaching staff members in the performance of their professional duties:

1. Acceptable attire for teaching staff members shall include, but not be limited to, dresses, skirts, blouses, suits, sweaters, pants, and dress shirts with or without a tie;
2. Inappropriate attire within the regular school day includes, but is not limited to, the following:
 - a. Jeans (unless approved by the Principal or designee for a special activity or event);
 - b. T-shirts;
 - c. Strapless shirts and dresses;
 - d. Sweatshirts, shorts, sweatpants, workout attire unless approved by the Principal or designee;
 - e. Beachwear; and flip flops
 - f. Hats and/or head coverings unless approved by the Principal or designee for medical or religious reasons.
 - g. Crop tops
3. The clothing and appearance of all teaching staff members shall be clean and neat;
4. No clothing may be worn that constitutes a danger to health or safety to the wearer or to others, and no clothing may be worn that interferes with the instructional program;
5. A teaching staff member may request a waiver of this dress code for the performance of particular duties. Such waivers may be granted by the Principal or designee;

6. The Building Principal or the teaching staff member's supervisor, as appropriate, shall determine whether a violation of this dress code has occurred and shall discuss the violation with the teaching staff member concerned. Where a single violation so warrants or violations recur, the Principal or supervisor may enter a reprimand in the teaching staff member's file and may recommend other appropriate disciplinary measures.

N.J.S.A. 18A:27-4

Adopted:

DRESS AND GROOMING

4216

The Board of Education believes the professional appearance and dress of support staff members is an important component of the educational program of this school district. The attitude of support staff members about their professional responsibilities and the importance of education in the lives of students are reflected in their dress and appearance. Accordingly, in order to create an atmosphere of respect for support staff members and an environment conducive to discipline and learning, the Board establishes the following rules for the dress of support staff members in the performance of their professional duties:

1. Acceptable attire for support staff members shall include, but not be limited to, dresses, skirts, blouses, suits, sweaters, pants, and dress shirts with or without a tie;
2. Inappropriate attire within the regular school day includes, but is not limited to, the following:
 - a. Jeans (unless approved by the Principal or designee for a special activity or event);
 - b. T-shirts;
 - c. Strapless shirts and dresses;
 - d. Sweatshirts, shorts, sweatpants, workout attire unless approved by the Principal or designee;
 - e. Beachwear; and flip flops
 - f. Hats and/or head coverings unless approved by the Principal or designee for medical or religious reasons.
 - g. Crop tops
3. The clothing and appearance of all support staff members shall be clean and neat;
4. No clothing may be worn that constitutes a danger to health or safety to the wearer or to others, and no clothing may be worn that interferes with the instructional program;
5. A support staff member may request a waiver of this dress code for the performance of particular duties. Such waivers may be granted by the Principal or designee or the support staff member's immediate supervisor;

6. The Building Principal or the support staff member's supervisor, as appropriate, shall determine whether a violation of this dress code has occurred and shall discuss the violation with the support staff member concerned. Where a single violation so warrants or violations recur, the Principal or supervisor may enter a reprimand in the support staff member's file and may recommend other appropriate disciplinary measures.

N.J.S.A. 18A:27-4

Adopted:

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[See POLICY ALERT No. 228]

3270 PROFESSIONAL RESPONSIBILITIES

The Board of Education will establish and enforce rules for the assignment of specific duties to teaching staff members and for the conduct of teaching staff members during the work day.

Teaching staff members assigned specific instructional responsibilities and as designated by the Superintendent shall prepare regular lesson plans ~~The Board directs the Superintendent to requires the preparation of lesson plans each teacher that implement the goals and objectives of the educational program.~~ Teachers shall also be responsible for providing adequate direction and guidance to substitutes. Lesson plans shall be submitted each week to the Principal, Assistant Principal, Supervisor, or other administrative evaluator for review. The format of the lesson plans shall follow the requirements stipulated in Regulation 3270. ~~Lesson plans will~~ **shall** ~~be subject to periodic review by~~ _____ **the teaching staff member's Principal or designee and/or immediate supervisor as assigned by the Superintendent.**

~~The Superintendent shall apply uniformly throughout the district, except as may otherwise be provided in this policy, the following additional rules for teaching staff member conduct:~~

- ~~1. During the work day, teaching staff members may be assigned extra or alternative duties by the _____ in accordance with Board Policy No. 3134;~~
- ~~2. Teaching staff members are expected to attend every faculty meeting unless expressly excused by the _____;~~

During the work day, teaching staff members may be assigned extra or alternative duties by the Principal or designee in accordance with Policy 3134. Teaching staff members are to attend every faculty meeting unless expressly excused by the Principal or designee.

Optional



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~~[A teaching staff member who is excused from attending a faculty meeting must meet with the _____ the following day to review the topics covered at the meeting;]~~

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- ~~3. Teaching staff members may not leave the school grounds during mealtime without the express permission of the _____.~~

~~Teaching staff members who are assigned as department heads or who are assigned to work on curriculum revision during the regular school day will be given an appropriate reduction in teaching assignments.~~

N.J.S.A. 18A:27-4

N.J.A.C. 6A:9-3.3



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Adopted:

