

SPRINGFIELD BOARD OF EDUCATION
Springfield, New Jersey
REGULAR MEETING OCTOBER 20, 2008

A Regular Meeting of the Board of Education of the Township of Springfield in the County of Union, New Jersey, was held at the Jonathan Dayton High School Instructional Media Center-First Floor on Monday, October 20, 2008 at 7:06 P.M.

President's Statement: Pursuant to the New Jersey Open Public Meetings Act, Public Law 1975, Chapter 231, the Board Secretary caused notice of the meeting to be given to the public and the press on April 21, 2008.

1. CALL TO ORDER

The meeting was called to order by Board President, Mr. Anthony Delia

Present: Miss Linda Duke, Mr. Donato Circelli, Mr. Andrew Fekete, Dr. David Hollander, Mr. Irwin Sablosky, Mrs. Jacqueline Shanes, Mr. Jeff Strumpf, Mrs. Patricia Venezia, Mr. Anthony Delia

Also

Present: Mr. Michael Davino, Superintendent
Mrs. Hillary Corburn, Assistant Superintendent
Mr. Matthew A. Clarke, Business Administrator/Board Secretary
Mrs. Ellyn Atherton, Director of Human Resources

2. CLOSED SESSION (7:07 -7:19 PM)

Moved by Miss Duke, seconded by Mr. Sablosky, to suspend the rules of the order of business of the Regular Meeting and adjourn to closed conference session for the reasons contained in the following resolution:

RESOLUTION:

“WHEREAS the Board of Education must discuss subjects concerning matters protected by Attorney/Client privilege which are not appropriate subjects to be discussed in a public meeting and which are within the exemptions permitted to be discussed and acted upon in private session pursuant to P.L. 1975 Chapter 231, it is therefore

RESOLVED that the aforesaid subjects shall be discussed in private session by this Board and the administrative staff and information pertaining thereto will be made available to the public as soon thereafter as possible and once the reasons for non-disclosure no longer exist.”

Closed Conference Items

1. Matters protected by Attorney/Client privilege
2. Negotiations

Yeas: Unanimous by all Members present.

MOTION CARRIED

DRAFT COPY SUBJECT TO REVISIONS BY BOARD

3. RECONVENE

Moved by Miss Duke, seconded by Mrs. Venezia, approval to reconvene the Regular Meeting of the Board of Education.

Yeas: Unanimous by all Members present.

MOTION CARRIED

4. PLEDGE OF ALLEGIANCE

5. COMMUNICATIONS

A. The Springfield Planning Board provided a copy of the proposed specs for the Oakwood Homes Development to the Board

B. New Jersey School Boards Association Delegate Assembly will be held on November 22, 2008

6. MINUTES

Moved by Miss Duke and seconded by Mrs. Shanes, to approve the following minutes:

Regular Meeting

- October 6, 2008

Yeas: Mr. Donato Circelli, Miss Linda Duke, Mr. Andrew Fekete, Mr. Irwin Sablosky, Mrs. Jacqueline Shanes, Mr. Jeff Strumpf, Mrs. Patricia Venezia, Mr. Anthony Delia

Abstention: Dr. David Hollander

MOTION CARRIED

7. SUPERINTENDENT'S REPORT

Mr. Davino reviewed the following items:

A. Additional school building coverage and security measures are being put in place for the upcoming Presidential Election

B. Violence & Vandalism Report for 2007/2008

1. Gaudineer had 8 incidents

2. Dayton had 11 incidents

3. Vandalism to district property totaled \$1,600

C. District Goals and Objectives I through VI were presented by the principals as they relate to each building:

Walton - presented by Dr. Hung

Sandmeier – presented by Mr. Antolino

Caldwell – presented by Mr. Rennie

Gaudineer – presented by Mr. Kielty

Dayton – presented by Mrs. Cresci

D. NJQSAC Update

Mrs. Atherton presented the personnel portion

Mrs. Corburn presented program and instruction

Mr. Clarke presented fiscal and operations

Mr. Davino presented governance

DRAFT COPY SUBJECT TO REVISIONS BY BOARD

8. PUBLIC SESSION (9:22 – 9:25 PM)

The following members of the public had comments regarding the agenda:
Brian Cass (Superintendent Report)

9. BILL LIST

Moved by Mr. Sablosky, seconded by Mrs. Shanes, approval of computer checks numbered 020059 through 020291, and wire transfer 800048 in the amount of \$3,449,376.37 minus voided check numbers 019764 in the amount of \$100.00 for a grand total of \$3,449,276.37.

Yeas: Mr. Donato Circelli, Miss Linda Duke, Mr. Andrew Fekete, Dr. David Hollander, Mrs. Jacqueline Shanes, Mr. Jeff Strumpf, Mrs. Patricia Venezia, Mr. Anthony Delia

Abstention: Mr. Irwin Sablosky

MOTION CARRIED

10. BOARD SECRETARY REPORT

Moved by Mr. Sablosky, seconded by Mrs. Shanes, to approve the Board Secretary's Report dated July 31, 2008 and that it be received and placed on file.

Yeas: Unanimous by all Members present.

MOTION CARRIED

11. TREASURER'S REPORT

Moved by Mr. Sablosky, seconded by Mrs. Shanes, to approve the Treasurer's Report dated July 31, 2008 and that it be received and placed on file.

Yeas: Unanimous by all Members present.

MOTION CARRIED

12. LINE ITEM TRANSFERS

Moved by Mr. Sablosky, seconded by Mrs. Shanes, the approval of the transfer of funds from and to the following line item accounts as designated. (Attachment A)

Yeas: Unanimous by all Members present.

MOTION CARRIED

13. LEGAL CERTIFICATION

Moved by Mr. Sablosky, seconded by Mrs. Shanes, Pursuant to N.J.A.C. 6:20-2.13 (e) and after review of the Board Secretary's and Treasurer's monthly financial reports and upon consultation with the appropriate district officials, I move the Board certify that to the best of its knowledge as of July 31, 2008 no major account or fund has been over expended in violation of N.J.A.C. 6:20-2.13 (b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

Yeas: Unanimous by all Members present.

MOTION CARRIED

14. PERSONNEL APPOINTMENTS

Moved by Mrs. Shanes, seconded by Mrs. Venezia, at the recommendation of the Superintendent, approval of the appointment of personnel on the attachment. (Attachment B)

Yeas: Unanimous by all Members present.

MOTION CARRIED

15. PROFESSIONAL DEVELOPMENT TRAVEL

Moved by Mrs. Shanes, seconded by Mrs. Venezia, at the recommendation of the Superintendent, approval of the attached personnel travel for Professional Development. (Attachment C)

Yeas: Unanimous by all Members present.

MOTION CARRIED

16. SPECIAL SERVICES PLACEMENT AND RELATED SERVICES

Moved by Mrs. Shanes, seconded by Mrs. Venezia, at the recommendation of the Superintendent, that the Board of Education approve the attached Special Education request for Related Services/Placements for the 2008 - 2009 school year. (Attachment E)

Yeas: Unanimous by all Members present.

MOTION CARRIED

17. NONPUBLIC TECHNOLOGY

Moved by Mrs. Shanes, seconded by Mrs. Venezia, the recommendation of the Superintendent, to approve the Nonpublic Technology Initiative Program Agreements for participating schools located within this district.

Yeas: Unanimous by all Members present.

MOTION CARRIED

18. TUITION GRANTS

Moved by Mrs. Shanes, seconded by Mrs. Venezia, at the recommendation of the Superintendent, approval of the attached personnel for following courses as being eligible for Tuition Grant reimbursement and applicable for advancement on the guide. (Attachment F)

Yeas: Unanimous by all Members present.

MOTION CARRIED

19. OVERNIGHT FIELD TRIP

Moved by Mrs. Shanes, seconded by Mrs. Venezia, at the recommendation of the Superintendent, approval of the following overnight field trip –

- JSA – Fall State Workshop – Cherry Hill, NJ
(November 14 – November 16, 2008)
- 8th Grade – Washington, DC (May 14 – 15, 2009)

Yeas: Unanimous by all Members present.

MOTION CARRIED

20. UNION SPORTS ARENA

Moved by Dr. Hollander, seconded by Mrs. Venezia, approval to authorize the Board President to execute a contract with Union Sports Arena, LLC, Union, NJ for use of ice rental for practices and games during the 2008 - 2009 season, at a fee not to exceed \$19,600.

Yeas: Unanimous by all Members present.

MOTION CARRIED

DRAFT COPY SUBJECT TO REVISIONS BY BOARD

21. COMPREHENSIVE MAINTENANCE PLAN

Moved by Mr. Circelli, seconded by Mrs. Venezia, approval to authorize the Business Administrator/Board Secretary to submit the attached Resolution for Submission of the Comprehensive Maintenance Plan for the Springfield School District in compliance with the State Department of Education requirements for the period of 2001-2009. (Attachment F)

Yeas: Unanimous by all Members present.

MOTION CARRIED

22. POLICY 1ST READING

Moved by Miss Duke, seconded by Mrs. Venezia, to approve the first reading of the following policies (Attachment G):

- Policy #6145.6 - Travel and Exchange Programs
- Policy #6145.7 - Social Events/Meetings
- Policy #6145.8 - Private Sponsored Excursions
- Policy #6146 - Graduation Requirements
- Policy #6146.2 - Promotion/Retention
- Policy #6147 - Standard of Proficiency
- Policy #6147.1 - Evaluation of Individual Student Performance
- Policy #6153 - Field Trips
- Policy #6154 - Homework/Make Up Work
- Policy #6157 - Instructional Planning/Scheduling
- Policy #6160 - Instructional Services and Resources
- Policy #6161.1 - Guidelines for Evaluation and Selection of
Instructional Materials
- Policy #6161.2 - Complaints Regarding Instructional Materials
- Policy #6162.4 - Community Resources
- Policy #6162.5 - Research
- Policy #6163.1 - Media Center/Library
- Policy #6164.1 - Intervention and Referral Services for General
Education Pupils
- Policy #6164.2 - Guidance Services
- Policy #6164.4 - Child Study Team
- Policy #6171 - Special Instruction Programs
- Policy #6171.1 - Remedial Instruction
- Policy #6171.2 - Gifted and Talented
- Policy #6171.3 - At Risk and Title I
- Policy #6171.4 - Special Education
- Policy #6172 - Alternative Educational Programs
- Policy #6173 - Home Instruction/Bedside Instruction
- Policy #6178 - Early Childhood Education/Preschool
- Policy #6300 - Evaluation of the Instructional Program
- Policy #7110 - Long-Range Facilities Planning
- Policy #7115 - Developing Educational Specifications

Yeas: Unanimous by all Members present.

MOTION CARRIED

DRAFT COPY SUBJECT TO REVISIONS BY BOARD

23. SECOND AND FINAL READING OF POLICY #9326

Moved by Miss Duke, seconded by Mr. Sablosky, to approve the second and final reading of the following policies (Attachment G1):

Policy BL #9326 - Minutes of Meetings

Yeas: Unanimous by all Members present.

MOTION CARRIED

24. 2nd PUBLIC SESSION (9:34-9:40PM)

The following members of the public had comments regarding Oakwood Homes Plans and student leadership program:

Lloyd Grossman

Brian Cass

25. NEW BUSINESS

- a. The fall Festival at Caldwell was a huge success and was enjoyed by all who attended
- b. The American Heart Association is sponsoring a “Smart Walk”
- c. There appears to be an increase in the number of students walking and bike riding to schools this fall.
- d. Pink Ribbons for the Breast Cancer Walk

26. ADJOURNMENT (9:45 PM)

Moved by Miss Duke, seconded by Mr. Sablosky, to adjourn the meeting at 9:45 PM.

Yeas: Unanimous by all Members present.

MOTION CARRIED

Next Regular November 3, 2008 at 7:30 PM in the IMC at JDHS.

Matthew A. Clarke
Business Administrator/Board Secretary

SPRINGFIELD BOARD OF EDUCATION
LINE ITEM TRANSFERS
JULY 2008

ATTACHMENT (A)

From Account	To Account	Amount
11-000-291-270-97-03 TUITION PRIVATE	11-000-100-566-98-11 HEALTH BENEFITS	\$229,000.00
11-000-291-270-97-03 HEALTH	11-000-213-300-70-11 SPEC ED THERAPY	\$20,000.00
11-190-100-610-08-09 SUPPL WALTON	11-000-216-55-11 SUPPL SPEECH	\$160.00
11-000-240-890-82-11 DUES FEES	11-000-230-890-02-01 MISC DUES	\$150.00
11-402-100-100-46-14 COACHES	11-402-100-105-00-10 ATHL SEC	\$36,400.00
11-000-270-518-96-03 CONT SERV SP ED	11-000-270-512-46-14 ATHL JDHS	\$22,500.00
11-000-291-260-97-03 WRKS COMP	11-000-262-520-97-03 INSUR PROP LIAB	\$10,000.00
11-000-222-105-99-10 SAL SEC ED MED JD	11-000-222-100-00-10 SAL ED MED/SCH LIB	\$31,250.00
11-000-223-102-00-10 SAL SUP IN STF TRN	11-000-223-105-00-10 HUM RES SEC	\$50,000.00
11-000-230-100-01-10 SUPT SAL	11-000-230-100-02-10 GI SEC	\$60,000.00
11-000-251-100-00-10 SAL BRD ADM	11-000-251-105-00-10 BUS OFF SEC	\$60,000.00

**Springfield Public Schools
Personnel**

Attachment (B)

Last Name	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
<i>Certificated</i>								
Schaeffer	Emily	Math Leave Replacement	FMG	Step 0/BA	\$49,550.00	cover for S.S.	----	10/27/08-6/1/09
Friedman	April	Mentor	District	----	\$ 550.00	----	K. Levering	10/27/08-5/1/09
Compton	Mary	Student Council	FMG	*	\$ 583.00	----	revised	9/1/08-6/30/09
Collins	Bonny	Student Council	FMG	*	\$ 583.00	----	----	9/1/08-6/30/09
Powers	Mary Ellen	Math League Advisor	JDHS	*	\$ 583.00	----	----	9/1/08-6/30/09
Noto	Kimberly	Art Teacher	FMG	Step 5/MA	\$ 1,153.08		Extra Class (1)	9/22/08-1/30/09

Last Name	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
<i>Non-Certificated</i>								
McGregor	Cathy	Instructional Aide	District	----	----	----	resignation	9/15/08
Taub	Lisa	Instructional Aide	District	*	\$14.87	New	< 29.75 hours/week	10/21/08-6/30/09
Passe	Michael	Frosh Bsketball Coach	JDHS	----	----	----	resignation	9/20/08

Last Name	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
<i>Substitute/Home instructor</i>								
Bellino	Denise	Substitute Aide	District	****	****	renewal	----	9/1/08-6/30/09
Ginefra	Deborah	Substitute Aide	District	****	****	New	----	9/1/08-6/30/09
Mendoza	Mildred	Substitute Aide	District	****	****	New	----	9/1/08-6/30/09
McGregor	Cathy	Substitute Aide	District	****	****	New	----	9/1/08-6/30/09
Lijoi	Christopher	Substitute Teacher	District	****	****	New	----	9/1/08-6/30/09
Hetzel	Peter	Substitute Teacher	District	****	****	New	----	9/1/08-6/30/09
Sokalski	Deborah	Substitute Teacher	District	****	****	New	----	9/1/08-6/30/09
Denis	Lydia	Substitute Teacher	District	****	****	New	----	9/1/08-6/30/09
Cioffi	Josephine	Home Instructor	District	----	****	----	----	9/1/08-6/30/09

Last Name	First Name	Position	Location	Guide/Step	Salary	replacment/ Renewal/New	Information	Effective Date
<i>Before and After School Program</i>								
Elliot	Betty	Group Leader	District	----	\$22/hour	New	----	10/21/08-6/30/09
Bratasch	Natalie	Group Aide	District	----	\$14.30/hr	New	----	10/21/08-6/30/09

* In accordance with the Negotiated Contract between the Springfield BOE and the Springfield Education Association (July 1, 2007 - June 30, 2010)

**** Special Salaries, Compensation and Fees 2008 - 2009

Workshop Request
2008 - 2009

Attachment (C)

Lname	Fname	Description	Date	Amount	Location
Abadir	Lillian	FDU Visit	10/28/08	NC	JD
Alamorian	Christine	NJAHPERD	12/8/08	\$ 60.00	EVW
Altman	Renee	Psychiatric Illness	11/21/08	\$ 50.00	District
Borton	Bonnie	Museum of Jewish Heritage	11/4/08	\$ 10.00	FMG
Cresci	Liz	NJPSA Meeting	10/30/08	\$ 20.00	JD
Collins	Bonny	UCGTA	10/24/08, 1/30 & 5/15/09	NC	EVW/FMG
Darcy	Pat	FDU Visit	10/28/08	\$ 7.56	JD
Fortna	Loren	NJMEA Annual Conf	2/19-20/09	\$ 205.00	TLS/JC
Fortna	Victoria	NJMEA Annual Conf	2/19-20/09	\$ 205.00	EVW
Francis	Norman	NJDOE	10/24/2008 am	\$ 3.15	JD
Friedman	April	NJASK & Lang Arts	11/10/08	\$ 170.00	JC
Knorr	William	NJSBA Workshop	10/28 - 30/08	\$ 750.00	District
Levandoski	Michaela	Psychiatric Illness	11/21/08	\$ 50.00	District
Marshall	Kelly	Psychiatric Illness	11/21/08	\$ 50.63	TLS
Motto	Erica	NJSBA Workshop	10/28 - 30/08	750.00	District
Pietruszki	Sarah	Ed Resource Services	11/5/08	\$ 199.00	EVW
Schulz	Kristen	NJ ASK	10/21/08, 1/20 & 3/24/09	\$ 495.22	JC
Sista	Maria	Municipal Alliance	10/28/08	NC	District
Slate	Ron	NJMEA Conf	2/19-21/09	\$ 202.62	District
Slate	Ron	NJMAA Meetings	12/5/08, 2/6,4/3 & 6/5/9	\$ 56.00	District
Vaccarino	Leslie	Pre-school expansion	11/24/2008 am	\$ 110.08	District
October 20, 2008					

**Special Education Request
Related Services/OOD Placements**

Attachment (D)

1. RELATED SERVICES REQUEST					
Vendor	Related Service	Rate	Hours/days/weeks	Term	Student
Wes Samons Upper Montclair, NJ	ABA Services	\$55.00/Hr.	Per IEP	08 - 09 SY	
Elisabeth A. Mlawski Springfield, NJ	Speech/Language Services	\$90/Hr.	2 days/week	08 - 09 SY	
Beth Landers Fanwood, NJ	Speech/Language Services	\$100/Hr.	3 days/week	08 - 09 SY	

2. OUT OF DISTRICT PLACEMENT REQUEST					
School/Placement	Student	Tuition	Term	Comments	
New Beginnings Fairfield, NJ		\$ 2,049.72	06-07 SY	Tuition Adjustment	

TUITION GRANT RESUBMISSIONS
Summer/Fall
2008/2009

Substitute(s) Courses for Previously Approved Courses

<u>Name</u>	<u>Substitute Course(s)</u>	<u>Level</u>
Debbie Berger	The Kinesthetic Classroom: Teaching and Learning Through Movement	Graduate
Mary Perdomo	The Kinesthetic Classroom: Teaching and Learning Through Movement	Graduate
Kristen Schulz	The Kinesthetic Classroom: Teaching and Learning Through Movement	Graduate

10/20/08 BOE Meeting

Springfield Board of Education

Resolution

Submission of Comprehensive Maintenance Plan

Whereas, the Department of Education requires New Jersey School Districts to submit three-year maintenance plans documenting “required” maintenance activities for each of its public school facilities, and

Whereas, the required maintenance activities as listed in the attached document for the various school facilities of the Springfield School District are consistent with these requirements, and

Whereas, all past and planned activities are reasonable to keep their system warranties valid,

Now Therefore Be It Resolved, that the Springfield School District hereby authorizes the School Business Administrator to submit the attached Comprehensive Maintenance Plan for the Springfield School District in compliance with Department of Education requirements.



Current Area Cost Allowance per SF	\$ 149.00
District contact name	Matthew A. Clarke
District contact phone	(973) 376-1025
District contact e-mail	mclarke@springfieldschools.co

Max. Maintenance Reserve Amount (4% of column D)	\$ 2,597,988
Current District Maintenance Reserve Amount	\$ 194,669

<i>Print</i>	Matthew A. Clarke
<i>Sign</i>	

10/15/088:45 PM

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: TYRAVEL AND EXCHANGE PROGRAMS

The Board of Education recognizes the importance of intercultural and international education as an important part of a school program. To this end, the school district may, from time to time, have exchanges of teachers and pupils or both between various countries and areas of our country for limited periods of time.

The Board does not assume responsibility for payment of any expenses incurred in connection with these programs.

The Board of Education approves the attendance of foreign students in this school district during the school year, provided such students attend under the auspices of the American Field Services or a similar nationally recognized organization.

The Board of Education waives tuition in connection herewith.

Cross References:

5111
5118
5119
5120

Approved: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: SOCIAL EVENTS/MEETINGS

School-related social activities assist pupils in learning how to enjoy worthwhile group events, how to conduct them, and how to contribute to the enjoyment of others.

Therefore, school groups and classes may hold social events for their membership with proper authorization and under staff supervision, using school facilities.

No social function shall be held on school property, or be promoted as being a school-related function, without prior authorization by the principal.

The principal and the teaching staff shall evaluate social events in terms of contributions to pupil growth and morale, and shall develop procedures for scheduling and conducting such events, including proper chaperonage and policy coverage. The Superintendent shall be informed of all approved events.

Class Trips

All class trips shall be under the direct supervision of district staff members. The staff member in charge shall secure approval from the department supervisor and the principal and shall issue and collect parent/guardian permission slips. Students shall have parent/guardian permission slips signed. The principal or trip coordinator with the principal shall arrange transportation and shall determine the number of faculty and other chaperones based upon the number of students going on the trip. All school sponsored trips shall be covered by Board of Education insurance.

All applicable administrative codes must be followed.

Cross References:

1330
5113
5131
6145.5

Approved: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: PRIVATELY SPONSORED EXCURSIONS

Any privately sponsored trips are understood not to be endorsed by the Springfield Board of Education. To ensure that parents do not infer school sponsorship, the school cannot play any part in the planning, organization or administration of private trips. In following this policy, the Springfield Board of Education assumes no responsibility for non-sponsored school activities.

The Board of Education cannot support nor promote any privately sponsored trips.

Cross References:

1320
1324
3453
5113
5136
6153

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY; GRADUATION REQUIREMENTS

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

- A. Meet both state and district proficiency standards in the core curriculum content areas; achieve or exceed passing grade on *HSPA*;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the Core Curriculum Content Standards approved by the state board of education;
- C. Select and complete successfully enough elective credits to meet the district minimum of **130** credits.

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

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

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 *NJASK8* shall be provided appropriate remediation.

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

Pupils with Limited English Proficiency

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

Special Education Pupils

A disabled pupil must meet all state and local high school graduation requirements in order to receive a state-endorsed high school diploma unless exempted in his/her IEP with the written approval of the 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. Input from appropriate staff from the secondary school shall be part of the review.

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

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

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

Proficiency

In consultation with appropriate professional staff, the Chief School Administrator shall develop and present to the Board for adoption indicators of achievement and standards of proficiency and attendance demonstrating successful completion of each course offered at every level of the high school. *The proficiencies listed shall include but not be limited to those approved by the State Board of Education.*

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

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

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

Proficiency requirements for each individual course shall be given to pupils on registering for the course.

The yearly program of studies for each pupil in the high school must be approved and signed by the parent/guardian, except in the case of 18-year-old pupils.

Early Graduation

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

Pupil Enrollment in College Courses

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

Legal References:

- N.J.S.A. 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study
- N.J.S.A. 18A:7C-1 Commissioner of education to develop a program of standards and guidelines
- N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
- N.J.S.A. 18A:7C-4.1 Operation Recognition; purpose; eligibility; application procedure
- N.J.S.A. 18A:7C-5.1 Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
- N.J.S.A. 18A:7F-4 Periodic review of curriculum content standard by state board; establishment of thoroughness and efficiency standards and cost per pupil
- N.J.S.A. 18A:7F-29 Academic achievement reward program
- N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
- N.J.S.A. 18A:35-1 et seq. Curriculum and courses
- N.J.S.A. 18A:36-17 Credit of seniors in active military and naval service,
- N.J.A.C. 6:30-3.7 Graduation
- N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
- N.J.A.C. 6A:14-3.7 Individualized education program
- N.J.A.C. 6A:14-4.12 Graduation

N.J.A.C. 6A:15-1.11 Graduation requirements for limited English proficient
Students
N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum
Content Standards
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 et seq. Annual Reporting and Planning Requirement
N.J.A.C. 6A:32-13.1 et seq. Student Behavior
N.J.A.C. 6A:32-14.1 et seq. 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.

Manual for the Evaluation of Local School Districts

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

Approved: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

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 regulations to govern progress of pupils through levels K-12. The regulations shall include:

- A. Standards of proficiency related to district goals and objectives;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all pupils achieve acceptable levels of proficiency;
- D. Timely notification of parents/guardians when there is a possibility of failure and immediate consultation with the parent/guardian if the pupils 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.

Legal References:

- N.J.S.A. 18A:4-24 Determining efficiency of schools; report to state board
- N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
- N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
- N.J.A.C. 6A:8-4.1 Statewide assessment system
- N.J.A.C. 6A:8-4.2 Documentation of student achievement
- N.J.A.C. 6A:8-5.1 Graduation requirements
- N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
- N.J.A.C. 6A:32-14. Review of mandated programs and services

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

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

Manual for the Evaluation of Local School Districts

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

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: STANDARDS OF PROFICIENCY

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

These standards of proficiency shall include but not be limited to those Core Curriculum Content Standards identified by the State Department of Education and shall form the basis for the district's grading system. The specific indicators of achievement and standards of proficiency developed for all courses and programs accepted for credit toward high school graduation shall be given to pupils and parents/guardians, in writing, at the time the pupil registers for the course.

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.

Legal References:

- N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
- N.J.S.A. 18A:7E-2 through -5 School report card program
- 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:7F-29 Academic achievement reward program
- N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures
- N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
- N.J.A.C. 6A:14-4.11 Statewide assessment
- N.J.A.C. 6A:15-1.1 et seq. Bilingual Education

N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum Content Standards
N.J.A.C. 6A:30-1.1 et seq Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 et seq. Annual Reporting and Planning Requirement
N.J.A.C. 6A:32-13.1 et seq. Student Behavior
N.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

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

Approved: November 16, 1987

Revised: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

**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 schools. The system should be clear, easily understood by parents/guardians and pupils, and able to be applied with consistency of interpretation. Computation of grade-point average 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 graduation decisions.*

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

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

Any requests for surveys, pupil observations, or pupil questionnaires must be forwarded through the principal's office to the 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 and district test results shall be discussed in a public meeting.

Legal References:

N.J.S.A. 18A:7C-3, -4, -6, -6.2 Remedial instruction for students not meeting graduation standards ...
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:35-4 Pupil promotion and remediation, policies and Procedures
N.J.S.A. 18A:36-3 Written approval required prior to acquisition of certain survey information from students
N.J.S.A. 18A:54-2 Powers of board (county vocational schools)
N.J.A.C. 6A:7-1.7 Equality in school and classroom practice
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessments
N.J.A.C. 6A:10A-3.1 et seq School districts-led standards-based instruction
N.J.A.C. 6A:16-1.4(c) District policies and procedures
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-7.1 Student Records
N.J.A.C. 6A:32-12.2 School-level planning

34 CFR 98 Protection of Pupil Rights

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

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

Manual for the Evaluation of Local School Districts

Cross References:

1000/1010 Concepts and roles in community relations; goals and objectives

1120 Board of education meetings

5113 Absences and excuses

5120 Assessment of individual needs

5124 Reporting to parents/guardians

5125 Pupil records

5141.3 Health examinations and immunizations

6142.6 Basic skills

6146 Graduation requirements

6146.2 Promotion/retention

6147 Standards of proficiency

Approved: August 28, 1989

Revised: June 30 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: FIELD TRIPS

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

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

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

- A. All trips, and the arrangements for them including transportation, must have advance approval
- B. Costs must be ascertained.
- C. Each child who goes on a field trip or excursion must have written parental permission.
- D. Pupil safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary.
- E. All trips must be well planned, properly timed, and related to regular learning activities, or to district goals and objectives.

No pupil is to be denied the right to participate *in field trips which are part of the curriculum* 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 district who takes pupils on trips not approved by the board. No staff member may solicit pupils of this district for such trips within the facilities or on the school grounds of this district without board permission.

Pupil Self-Administration of Medication

The Board shall permit self-administration of medication on field trips for asthma or other potentially life-threatening illnesses established by law and Board policy (see policy 5141.21.

Legal References:

- N.J.S.A. 18A:25-2 Authority over pupils
- N.J.S.A. 18A:36-21 through -23 Field trips; costs to be borne by parents or guardians ...
- N.J.S.A. 18A:36-35 School Internet web sites; disclosure of certain student information prohibited
- N.J.S.A. 18A:39-20.1 Transportation to and from related school activities in private vehicle with capacity of eight or less; authorization of qualified school personnel, state employees or parents
- N.J.S.A. 18A:40-12.3 through -12.4 Self-administration of medication by pupils; conditions ...
- N.J.S.A. 18A:40-12.5 Policy for emergency administration of epinephrine to public school pupils
- N.J.S.A. 18A:40-12.6 Administration of epinephrine; primary responsibility; parental consent
- N.J.A.C. 6A:27-1.1 et seq. Student transportation

Rhodes v. Caldwell Board of Education, 1981 S.L.D. 140

Cross References:

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

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 067081

POLICY: HOMEWORK/MAKE UP WORK

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

Homework shall not be used for punitive reasons.

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

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

Incompletes

When a pupil does not complete work missed for absence or other reasons, he/she will receive an "incomplete" for the marking period. Pupils will be given 10 school days following the end of the marking period to make up the missed work.

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

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

Legal References:

N.J.S.A. 18A:11-1 General mandatory powers and duties
 N.J.S.A. 18A:36-14 Religious holidays; absence of pupils on; effect
 N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
 N.J.A.C. 6A:32-10.1 et seq. Summer School Sessions

Cross References:

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

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: INSTRUCTIONAL PLANNING/SCHEDULING

The Chief School Administrator and staff shall keep abreast of developing technologies and teaching methodologies, investigating those likely to be of benefit to district pupils, and recommending them for Board consideration.

The Board recognizes that district 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 district personnel, time and facilities are used in such a way as to provide the most favorable learning environment for all pupils, thus fostering achievement of district goals, objectives and standards.

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

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

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

Nonpublic School Pupils

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

Legal References:

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

N.J.S.A. 18A:46-19.5 Consent of parent or guardian; location of provision of services

N.J.S.A. 18A:46A-5 Consent of parent or guardian; location

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

N.J.A.C. 6A:14-1.1 et seq. Special Education

N.J.A.C. 6A:15-1.1 et seq. Bilingual Education

N.J.A.C. 6A:26-12.1 et seq. Operation and Maintenance of Facilities

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

Cross References:

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

Approved: August 28, 1989

Revised: June 30 19897

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: INSTRUCTIONAL SERVICES AND RESOURCES

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

To be in compliance with the requirements of federal law, the Board of Education directs the Chief School Administrator to distribute curriculum materials and instructional supplies to the schools in such a way that equivalence of such materials is ensured among the schools. Staff assignments shall comply with this directive.

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

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

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

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

Legal References:

N.J.S.A. 18A:34-1 Textbooks; selection; furnish free with supplies; appropriations
 N.J.A.C. 6A:7-1.4 et seq. Responsibilities of the district board of education
 N.J.A.C. 6A:8-2.1 Authority for educational goals and standards
 N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
 N.J.A.C. 6A:32-14.1 Review of mandated programs and services

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

Manual for the Evaluation of Local School Districts

Cross References:

3220/3230 State funds; federal funds
4113/4114 Assignment; transfer
4213/4214 Assignment; transfer
5145.4 Equal educational opportunity
6121 Nondiscrimination/affirmative action
6141 Curriculum design/development
6142.2 English as a second language; bilingual/bicultural
6161.1 Guidelines for evaluation and selection of instructional materials
6171.3 At-risk and Title 1
6171.4 Special education

Approved: June 27, 1988

Revised: August 28, 1989

Revised: June 30, 1997

Revised:

**SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081**

**POLICY: GUIDELINES FOR EVALUATION AND SELECTION OF
INSTRUCTIONAL MATERIALS**

The Board of Education believes that textbooks should support and enrich the curriculum and make possible the achievement of the district's instructional goals. The 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 district's instructional goals. Textbooks and instructional materials should be judged by additional standards which shall include, but not be limited to:

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

The review process shall:

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

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

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

Any citizen who objects to the final selections made by the board should follow the

procedures outlined in regulation 6161.2 Complaints regarding instructional materials.

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

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

The Board will offer an alternate education program for a course or portion of a course involving dissection of animals.

- 1. harm or destroy animals or any parts thereof as part of a course of instruction.*
 - 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.*

Legal References:

- N.J.S.A. 18A:4-25 Prescribing minimum courses of study for public schools; approval of courses of study
- N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
- N.J.S.A. 18A:34-1 Textbooks; selection; furnished free with supplies; appropriations
- N.J.S.A. 18A:35-1 et seq. Curriculum and Courses

P.L. 2005, c. 266 Districts to provide an alternate to dissection
N.J.A.C. 6A:7-1.4 Responsibilities of the district board of education
N.J.A.C. 6A:23-6.1et seq. Purchase and Loan of Textbooks
N.J.A.C. 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

Cross References:

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

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

**SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081**

**POLICY: COMPLAINTS REGARDING INSTRUCTIONAL
MATERIALS**

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

The 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. District response be courteous and prompt;
- D. Successive steps of appeal and mechanisms for review are available when necessary.

The use of challenged materials or equipment by class or school shall not be restricted until a final decision has been reached.

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

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)

Cross References:

1312 Community complaints and inquiries
2220 Representative and deliberative groups
6144 Controversial issues
6161.1 Guidelines for evaluation and selection of instructional materials

Approved: August 28, 1989
Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: COMMUNITY RESOURCES

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

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

The district shall also take advantage of the physical and financial resources of the community and of organizations including businesses when such facilities or locations provide learning and enrichment opportunities not otherwise available to 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.

Special lecturers, when qualified in their subjects, may be requested to speak by the principal or members of the school staff, with the approval of the principal, before classes and assemblies of students of the school appropriate criteria and procedures shall be established by the administration for the consideration of such requests.

Procedures for approving community resources include:

1. Teacher requests for guest speakers and schedule of activities must be approved by the building principal.
2. These speakers shall not profit financially from said lectures
3. A teacher must remain in the classroom to supervise the students during the activity.
4. Recognition and letters of appreciation are the responsibility of the teacher making the arrangements for the guest speaker, and must be forwarded to the organization or speaker within two weeks following the event. A copy of the correspondence is to be given to the building principal.

Legal References:

N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:54-2 Powers of board (county vocational schools)
N.J.A.C. 6A:16-1.1 et seq. Programs to Support Student Development
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-12.1 Reporting requirements

Manual for the Evaluation of Local School Districts

Cross References:

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

Approved: February 10 1986

Revised: August 28, 1989

Revised: June 30 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: RESEARCH

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

Students and parents/guardians retain certain rights, however, in the administration of surveys. The Board shall ensure that prior written consent is obtained from parents/guardians or emancipated students before any survey is administered that is funded in whole or in part by any program 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 district staff. The public shall be informed within a reasonable period of time if substantive change is made to policy and regulations. The public shall also be informed of specific or approximate dates, if known, when surveys may be administered.

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

Cross References:

1140 Distribution of materials by pupils and staff

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

Approved:

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: MEDIA CENTER/LIBRARY

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

The Chief School Administrator has final responsibility for the selection of media center materials by professionally trained personnel—media specialists, teachers, principals and supervisors. Request 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.

Legal References:

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

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

Cross References:

1312 Community complaints and inquiries
6161.1 Guidelines for evaluation and selection of instructional materials
6161.2 Complaints regarding instructional materials

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

**POLICY: INTERVENTION AND REFERRAL SERVICES FOR
GENERAL EDUCATION PUPILS**

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

The 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.

Legal Reference:

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

Cross References:

6164.4 Child study team

6172 Alternative educational programs

Approved:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: GUIDANCE SERVICES

A guidance program shall be incorporated into the district's educational program to aid pupils in making informed and responsible decisions and in using effective decision-making processes. The guidance program shall be developed and coordinated by the 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 decisions concerning life's many choices--personal, educational, and career/vocational.

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

Pupils shall be encouraged to avail themselves of the help of the guidance department's personnel. The guidance department in the high school shall encourage the visits of educational and occupational representatives, including military recruiters. The administration shall have a positive attitude toward granting permission to seniors to visit schools, colleges and places of employment during school time.

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.

Legal References:

N.J.S.A. 18A:35-4.2 Career development program

N.J.S.A. 18A:36-1 Pupil records; creation, maintenance and retention, security and access; regulations; nonliability

N.J.S.A. 18A:36-19.1 Military recruiters; access to schools and student information directories

N.J.S.A. 18A:38-36 Employment certificates to part-time pupils; revocation

N.J.S.A. 18A:46-5.1 Basic child study team services; provision by boards of education and state operated programs

N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
N.J.A.C. 6A:9-13.2 Substance awareness coordinator
N.J.A.C. 6A:9-13.7 Director of school counseling services
N.J.A.C. 6A:9-13.8 School counselor
Manual for the Evaluation of Local School Districts

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

Approved: August 28, 1989
Revised: June 30, 1997
Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: CHILD STUDY TEAM

The Board of Education shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation.

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.

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

Disaffected Pupils

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

Disruptive Pupils

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

In accordance with state law and Board policy, disruptive pupils whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion. *Before expulsion proceedings may begin such pupils must receive a comprehensive child study team evaluation.*

Legal References:

N.J.S.A. 18A:46-3.1 Regional consultants for hearing impaired; appointment; duties

N.J.S.A. 18A:46-5.1 Basic child study team services; provision by boards of education and state operated programs ...

N.J.S.A. 18A:46-5.2 Participation by parent or guardian

N.J.A.C. 6A:9-13.5 School social worker

N.J.A.C. 6A:9-13.6 Speech-language specialist

N.J.A.C. 6A:9-13.7 Director of school counseling services

N.J.A.C. 6A:9-13.8 School counselor

N.J.A.C. 6A:9-13.9 School psychologist

N.J.A.C. 6A:9-13.10 Learning disabilities teacher-consultant

N.J.A.C. 6A:14-1.1 et seq. Special Education

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

20 U.S.C.A. 1400 et seq. - 1990 Individuals with Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act - Part B)

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

Manual for the Evaluation of Local School Districts

Cross References:

4111 Recruitment, selection and hiring

5114 Suspension and expulsion

5120 Assessment of individual needs

5131 Conduct/discipline

5200 Nonpublic school pupils

6010 Goals and objectives

6146.2 Promotion/retention
6164.2 Guidance services
6171.4 Special education
6172 Alternative educational programs

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: SPECIAL INSTRUCTIONAL PROGRAMS

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

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

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

Legal References:

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

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

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

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 education as to their effectiveness in achieving and maintaining acceptable levels of pupil proficiency.

Legal References:

N.J.S.A. 18A:7C-1 et seq. High School Graduation Standard

N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures

N.J.A.C. 6A:8-4.3 Accountability

N.J.A.C. 6A:8-4.4 Annual review and evaluation of school districts

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

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

Manual for the Evaluation of Local School Districts

Cross References:

4138.2 Private tutoring

5120 Assessment of individual needs
6141 Curriculum design/development
6142 Subject fields
6142.6 Basic skills
6146 Graduation requirements
6146.2 Promotion/retention
6147 Standards of proficiency
6171.3 At-risk and Title 1

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: GIFTED AND TALENTED

The Chief School Administrator shall develop and the Board shall approve criteria for identifying all gifted and talented students in kindergarten through grade 12. Gifted and talented students shall be provided with appropriate instructional adaptations and services to encourage development of their special abilities in achieving the Core Curriculum Content Standards. Programs shall provide educational challenges to students identified as gifted and talented and shall be reviewed annually.

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

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

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

The 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.

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:61C-1 Program promoting cooperation between high schools and institutions of higher education; establishment; objective; increased availability of college-level instruction; scope

N.J.S.A. 18A:61C-4 Program providing college credit courses for high school students on high school campuses; establishment

N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-3.3 Enrollment in college courses
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Manual for the Evaluation of Local School Districts

Cross References:

1600 Relations between other entities and the district
6010 Goals and objectives
6121 Nondiscrimination/affirmative action
6171 Special instructional programs

Approved: August 28, 1989

Revised: June 30, 1997

Revised

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: AT RISK AND TITLE I

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 purpose of informing parents/guardians of the programs and activities provided with *Title 1* funds. The agenda shall include:

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

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

Mandated Policy Statements in Addition to Parent Consultation

A. Comparability of personnel

To be in compliance with the requirements of federal law the Board of Education of Springfield 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 Education of Springfield 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 Springfield School District shall use Title 1 funds only to supplement and to the extent practical increase the level of funds that would, in the absence of Title 1 funds, be made available for the education of pupils participating in Title 1 or state compensatory education projects. In no case shall Title 1 funds be used to supplant those non-Title 1 or nonstate compensatory education funds.

D. Maintenance of effort

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

Eligibility for State and Federal Funds

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

General

The 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.

Legal References:

N.J.S.A. 18A:35-4.9 Pupil promotion and remediation; policies and procedures

N.J.S.A. 18A:59-1 through -3 Apportionment and distribution of federal funds; exceptions ...

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

42 U.S.C.A. 2000d - 2000d4 - Title VI of the Civil Rights Act of 1964

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

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

Manual for the Evaluation of Local School Districts

Cross References:

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

Approved: August 28, 1989

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: SPECIAL EDUCATION

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

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

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

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

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

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

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

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

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

Further, the board, administrators, faculty and other personnel shall avoid unnecessary and needless public labeling of such pupils. This shall include the avoidance of public address announcements so designating pupils, any open identification of classrooms with signs so designating, or any item of open or general circulation, such as photographs, audio/videotapes, etc., that so designates an individual pupil or class. Pupil records shall be maintained in accordance with N.J.A.C. 6A:32-7.4.

C. Compilation, maintenance, access to and confidentiality of pupil records according to N.J.A.C. 6A:32-7.4 through -7.6.

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.

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

The chief school administrator shall prepare written procedures for identifying those pupils ages three through 21, including pupils attending nonpublic schools, who reside within the district and may be educationally disabled, who are not receiving special education and/or related services as required.

Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three.

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

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

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

Evaluation and Determination of Eligibility

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

1. Parental notice, notification, consent and involvement, including determination of the parents/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;
2. An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;
3. Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the thirteen categories of disability described in the administrative code, and the disability adversely affects the pupil's educational performance.

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

The board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the IEP, including cooperation and input from the parents/guardians.

Relevant information shall also be related to enabling the pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

E. Provision of full educational opportunity to educationally disabled pupils

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

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

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

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

The chief school administrator shall ensure that the plan is implemented in this district and shall supervise its operation so that it will accomplish its stated goals and objectives.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. No more than 90 calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the IEP. The IEP shall be implemented as soon as possible following the IEP meeting.
2. The board of education will provide the kind and quality of those special education-related services prescribed in the IEP to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

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

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

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

1. Giving notice to parents/guardians and adult pupils in accordance with N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the administrative code. Particular care must be taken to inform parents/guardians and adult pupils of their right to review all educational records with respect to the identification, evaluation and educational placement of the pupil; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;

2. An independent evaluation at the request of the parent/guardian or adult pupil in accordance with N.J.A.C. 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with administrative code, unless the district board of education initiates a due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. The IEP team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;
3. Mediation when disputes arise during any stage of the special education process which cannot be settled between the original parties. A due process hearing may be initiated by the board of education, a parent/guardian or adult pupil;
4. Ensuring what all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of disabled pupils, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.

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

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

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

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

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

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

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

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

Procedural safeguards shall include:

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

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

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

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

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

Written Plan

To implement achievement of the board's goal for provision of special education, the chief school administrator shall oversee development of a written plan for special education

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

Discipline

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

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

Early Intervention

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

Preschool Disabled Program

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

Placement in Nonpublic Schools

The board shall provide a genuine opportunity for the equitable participation of pupils with disabilities who have been enrolled in nonpublic schools by their parents/guardians, in accordance with federal law and

regulations. All special education programs and services shall be provided with the consent of parents/guardians.

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

Limited English Proficient

Pupils with limited English proficiency may have educationally disabling conditions that must be addressed in order to provide them the full educational opportunity that is the goal of the district for every child.

Evaluation procedures shall be selected so that the pupil's cultural background and language abilities are taken into consideration unless it is clearly unfeasible to do so; and shall accurately reflect the pupil's ability rather than the impairment. All actions under Parent/Guardian Notification, Consent and Participation are to be conducted in the parents/guardians' dominant language, unless that is clearly impossible. In that case, care shall be taken that the facts and procedures are made intelligible to the parents/guardians.

Cooperation with Other Agencies

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

Evaluation of Program

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

Eligibility for State and Federal Funds

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

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

Access

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

Legal References:

N.J.S.A. 10:5-1 et seq. Law Against Discrimination
 N.J.S.A. 18A:46-1 et seq. Classes and Facilities for Handicapped Children
 N.J.S.A. 18A:46A-1 et seq. Auxiliary Services
 N.J.A.C. 5:23-7 Barrier free subcode of the uniform construction code
 N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
 N.J.A.C. 6A:8-1.2 Scope
 N.J.A.C. 6A:8-1.3 Definitions
 N.J.A.C. 6A:8-3.1 Curriculum and instruction
 N.J.A.C. 6A:8-4.1 et seq. Implementation of the Statewide Assessment System
 N.J.A.C. 6A:8-5.1 et seq. Implementation of Graduation Requirements
 N.J.A.C. 6A:9-1.1 et seq. Professional Licensure and Standards
 N.J.A.C. 6A:14-1.1 et seq. Special Education
 N.J.A.C. 6A:15-1.4 Bilingual programs for limited English proficient students
 N.J.A.C. 6A:23-1.1 et seq. Finance and Business Services
 N.J.A.C. 6A:26-6.1 et seq. Planning and Construction Standards for School Facilities
 N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
 N.J.A.C. 6A:32-7.1 et seq. Student Records
 N.J.A.C. 6A:32-8.3 School attendance
 N.J.A.C. 6A:32-12.1 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. 101-476 (formerly Education for All Handicapped Children Act--Part B)

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

34 CFR 76.1 et seq. - General Administrative Regulation EDGAR

34 CFR 77.1 et seq. - General Administrative Regulation EDGAR

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

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

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

Oberti v. Board of Education of Clementon School District, 995 F.2d 1204,
 1216-17 (C. A.3 1993)

Cedar Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)

Manual for the Evaluation of Local School Districts

Cross References:

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

Approved: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: ALTERNATIVE EDUCATIONAL PROGRAMS

The Board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the district. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the 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 district.

Disruptive/Disaffected Children

The Board of Education recognizes that the active engagement of each pupil is a primary requisite for sound teaching and learning to take place. When a child is unable to benefit from the educational program because he/she is either disruptive or disaffected, then the educational goals of the district for that child will not be realized and the efforts of other pupils may be impeded.

In an effort to optimize the educational experience for each child, the 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 educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion (see policy 5114).

Removal for Weapons Offenses or Assault

Any pupil who is convicted or found to be delinquent for the following offenses shall be immediately removed by the principal from the district's regular education program for a period of not less than one calendar year and placed in an alternative education school or program pending a hearing before the Board of Education to remove the pupil:

- A. Possessing a firearm on any school property, on a school bus, or at a school-sponsored function; or
- B. Committing a crime while possessing a firearm.

The 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 district employee with a weapon other than a firearm on school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative school or program, pending a hearing before the Board. The Chief School Administrator shall determine when the child shall return to the regular education program.

Potential Dropouts

While statute requires attendance of each 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.

Legal References:

N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:37-1 et seq. Discipline of pupils
N.J.S.A. 18A:38-1, -25 Attendance at school free of charge ...
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:8-5.2 High school diplomas
N.J.A.C. 6A:10A-3.1 et seq. School district-led standards-based instruction
N.J.A.C. 6A:10A-4.1 et seq. Role of Abbott district board of education
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:16-5.5 Removal of students from general education for firearms offense
N.J.A.C. 6A:16-5.6 Removal of students from general education for assaults with weapons
N.J.A.C. 6A:16-9.1 et seq. Alternative Education Programs
N.J.A.C. 6A:16-10.1 et seq. Home or Out-of-School Instruction for General Education Students
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-13.1 et seq. Student Behavior

State v. Vaughn, 44 N.J. 142, 1965

State v. Massa, 95 N.J. Super. 382, 1967

20 USCA Section 8921 Gun Free Schools Act

Manual for the Evaluation of Local School Districts

Cross References:

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

Approved: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: HOME INSTRUCTION/BEDSIDE INSTRUCTION

To provide uninterrupted education for pupils unable to attend their regular classes because of illness, disability, court order or administrative action, the Board of Education shall provide away-from-school instruction when proper application has been made and subject to the following restrictions:

- A. The period of absence must be expected to be longer than two weeks except in special circumstances.
- B. A parent/guardian or appropriate adult authority must be within call during the period of instruction.
- C. In cases of illness or disability, medical certification is required both of the necessity for the pupil's absence and his/her fitness to benefit from the instruction.

Each case must be approved by Board action; all proper legal procedures must be followed; 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 delegate/ 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 school district shall develop an Individualized Program Plan (IPP) for delivery of instruction and maintain a record of delivery of instructional services and student progress,*
- 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.

Legal References:

N.J.A.C. 6A:14-1.1 et seq. Special education

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 for General Education Students

N.J.A.C. 8:61-1.1 Attendance at school by pupils or adults infected by Human Immunodeficiency Virus (HIV)

H.A. v. Board of Education Warren Hills Regional, 1976 S.L.D. 336

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)

Somerset County Educational Services Commission v. North Plainfield Board of Education 1999 S.L.D. September 7 State in re G.S. 330 N.J. Super. 338 (Ch. Div. 2000)

Cross References:

4112.2 Certification

5113 Absences and excuses

5114 Suspension and expulsion

5131 Conduct/discipline

5131.6 Drugs, alcohol, tobacco (substance abuse)

5131.7 Weapons and dangerous instruments

5134 Married/pregnant pupils

5141.2 Illness

6146 Graduation requirements

6164.2 Guidance services

6164.4 Child study team

6171.4 Special education

6172 Alternative educational programs

Approved: April 27, 1987

Revised: June 30 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: EARLY CHILDHOOD EDUCATION/PRESCHOOL

The Board of Education believes that preschool educational experiences contribute to later academic success for all children. Therefore, within the limits of the budget and as required by law, the Chief School Administrator shall recommend to the Board for approval programs designed for district children under the age required for regular admission. Programs shall address the needs of children who have been identified as requiring special education, as well as of those who have not been so identified.

The Chief School Administrator shall direct development of approved preschool programs. He/she shall ensure adherence to all applicable laws and regulations in pursuing funding at the federal and state levels, as well as from private sources.

Implementing procedures shall address the following:

- A. The preschool curriculum shall consist of developmentally appropriate experiences that provide each child with individual opportunities to develop positive self-esteem, social/emotional growth, language skills, motor development and conceptual skill development.
- B. All preschool programs sponsored by this Board shall be consistent with the overall philosophy of the school district and aligned with the Core Curriculum Content Standards. They shall be coordinated with other relevant district programs such as special education and Title I and articulated with the K-12 curriculum.
- C. Each preschool classroom shall be assigned at least one certificated teacher with required training or experience with young children, as described in administrative code. Class sizes shall not exceed limits defined in the code.
- D. Proof of immunizations against communicable diseases and examinations shall be in accord with requirements for kindergarten and first grade admission (see policy file code 5111 Admission).
- E. Programs shall be designed to include parents/guardians as active participants and provide them with meaningful opportunities to be involved in the educational experiences of their children.
- F. Preschool classes may serve as laboratories for training teachers in cooperative agreements with colleges or universities.

- G. Opportunities may be provided for high school students to participate in laboratory experiences to enhance their understanding of child development and preschool curricula in the interest of future child rearing and for exploration of careers in early childhood education.

Legal References:

N.J.S.A. 18A:7F-16 Early childhood program aid; distribution
N.J.S.A. 18A:44-4 Funding of Preschool programs
N.J.A.C. 6A:8-2.1 Authority for educational goals and standards
N.J.A.C. 6A:8-2.3 Authority for requirement to establish early
childhood education programs
N.J.A.C. 6A:8-3.4 Requirements for early childhood education programs
N.J.A.C. 6A:9-6.1 Standard certificate
N.J.A.C. 6A:9-8.1 Requirements for certificates of eligibility
N.J.A.C. 6A:9-9.2 Endorsements and authorizations
N.J.A.C. 6A:10A-2.1 through -2.4 Preschool Program
N.J.A.C. 6A:23-5.4 Early Childhood Program Aid
N.J.A.C. 6A:26-3.11 ECPA district community early childhood educational facilities
projects
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-8.3 School attendance

Manual for the Evaluation of Local School Districts

Cross References:

1410 Local units
1600 Relations between other entities and the district
3220/3230 State funds/federal funds
3541.1 Transportation routes and services
5020 Role of parents/guardians
5111 Admission
5141.3 Health examinations and immunizations
6010 Goals and objectives
6122 Articulation
6141 Curriculum design/development
6151 Class size
6171.3 At-risk and Title 1
6171.4 Special education
7110 Long-range facilities planning

Approved:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Board directs the Chief School Administrator to develop and implement a systematic short-range and long-range plan for the continuing assessment of the progress of the educational program toward the goals established by the district. To this end, he/she shall recommend tests and methods indicated by his/her best professional judgment.

The Board reserves the right to review each test and to approve those that serve a legitimate purpose without infringing upon the personal rights of the pupils or their parents/guardians. The results of any evaluation may be released by the Chief School Administrator using district-wide data. Parents/guardians may obtain an explanation of the results of their child's test from qualified school personnel.

The Chief School Administrator shall annually recommend improvements in the program and staff based upon the evaluation of the district's program. *He/she will ensure that all required data is submitted to the Commissioner for inclusion in the school report card.*

The Board will cooperate with the Commissioner in the conduct of such state-wide assessment programs as are required by the State Board of Education and shall use the data gained thereby toward the improvement of the schools of this district.

Legal References:

- N.J.S.A. 18A:7A-10 Evaluation of performance of each school
- N.J.S.A. 18A:7E-2 through -5 School report card program
- N.J.A.C. 6A:7-1.4 Responsibilities of the district board of education
- N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
- N.J.A.C. 6A:14-4.1(i) General requirements
- N.J.A.C. 6A:23-8.3 Commissioner to ensure achievement of the Core Curriculum Content Standards
- N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
- N.J.A.C. 6A:32-1.2 Definitions

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

Manual for the Evaluation of Local School Districts

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

Approved: August 28 1987

Revised: June 30 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: LONG-RANGE FACILITIES PLANNING

To ensure that district facilities will be able to meet the future needs of the educational program, the Board directs the Chief School Administrator to develop procedures for collecting relevant information, including but not limited to:

- A. The changing educational needs of the district;
- B. Relations with the total community;
- C. Plant and site aesthetics;
- D. Changing makeup of district population as to age distribution, educational levels, etc.;
- E. Community planning and zoning;
- F. Financial ability of the school district;
- G. Safety and welfare of pupils;
- H. True economy reflecting full value for each tax dollar expended;
- I. Optimum access for disabled pupils;
- J. Relationship between projected new facilities and those already in existence.

Planning for major rehabilitation and remodeling will be incorporated into the school district master plan on a scheduled basis.

Substandard Facilities

All existing school facilities will be evaluated annually for their suitability to current district needs. Any facilities found to be substandard according to the administrative code shall be corrected as quickly as possible in compliance with law.

Legal References:

N.J.S.A. 18A:7F-7 Appropriation by school district of undesignated fund balance; amounts allowable

N.J.S.A. 18A:7F-26 Distribution of state aid for facilities
N.J.S.A. 18A:7G-1 through -44 et al. Educational Facilities Construction and
Financing Act
N.J.S.A. 18A:11-2 Power to sue and be sued; report; census of school children
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of
courses of study
N.J.S.A. 18A:33-1.1 Substandard facility; approval; inspection; abandonment
N.J.A.C. 5:23-1.1 et seq. Uniform Construction Code
N.J.A.C. 5:23-7.1 et seq. Barrier Free Subcode
N.J.A.C. 6A:10A-1.1 et seq. Improving Standards-Driven Instruction and Literacy and
Increasing Efficiency in Abbott School Districts
N.J.A.C. 6A:23-8.1 et seq. Annual Budget Development, Review and Approval
N.J.A.C. 6A:25-1.1 et seq. Qualified Zone Academy Bond Program
N.J.A.C. 6A:26-1.1 et seq. Educational Facilities
N.J.A.C. 6A:30-1.4 Evaluation process for the annual review
N.J.A.C. 6A:32-8.1 et seq. Attendance and Pupil Accounting
N.J.A.C. 6A: 32-12.1 Reporting requirements
N.J.A.C. 6A: 32-12.2 School level-planning
N.J.A.C. 6A: 32-14.1 Review of mandated programs and services

Manual for the Evaluation of Local School Districts

Cross References:

2240 Research, evaluation and planning
2255 Action planning for T&E certification
3100 Budget planning, preparation and adoption
3220/3230 State funds; federal funds
3260/3270 Sale and disposal of books, equipment and supplies; sale, licensing
and rental of property
3360 Rental/long-term leasing
7115 Developing educational specifications

Approved: August 28, 1987

Revised: June 30, 1997

Revised:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: DEVELOPING EDUCATIONAL SPECIFICATIONS

Educational needs should determine the plan and design of the schools. Therefore, the Chief School Administrator shall develop comprehensive educational specifications for any projected facilities--whether built or altered, owned or leased, temporary or permanent--for consideration by the Board.

In developing the specifications, the Chief School Administrator shall draw on recommendations of citizens, professionals and support staff, pupils, and other appropriate sources. The factors on which the specifications are based shall include but not be limited to:

- A. The plan of school organization and estimated size and type of enrollment in the proposed facility;
- B. Provisions for the disabled;
- C. Space requirements for all functions, including an indication of relative locations of various spaces;
- D. Desired layout of special areas and the equipment needed for such areas;
- E. Mechanical features and special finishes desired;
- F. Standard codes and regulations (school district, community, county, and state) affecting planning;
- G. Other requirements under existing law and regulation;
- H. Pertinent budget and related factors.

The Board needs the specifications to:

- A. Clarify and consolidate the thinking of the administration, the Board, and the community on the needs, desires, and objectives of the educational program to be conducted within the proposed new facility;
- B. Organize this important information in a manner that can be easily and clearly interpreted by the architect.

Legal References:

- N.J.S.A. 18A:7G-1 through -44 et al. Educational Facilities Construction and Financing Act
- N.J.S.A. 18A:18A-16 Preparation and approval of plans and specifications for public schoolhouses
- N.J.S.A. 18A:18A-16.1 Regulations; construction standards for school buildings
- N.J.S.A. 18A:18A-17 Facilities for handicapped persons
- N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
- N.J.S.A. 18A:46-13 Types of facilities and programs
- N.J.S.A. 18A:46-14 Enumeration of facilities and programs
- N.J.S.A. 18A:46-15 Facilities and programs; approval by commissioner; special classes for handicapped children; review; improvement
- N.J.A.C. 5:23-7.1 et seq. Barrier Free Subcode
- N.J.A.C. 6A:26-1.1 et seq. Educational Facilities
- 29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973
- 42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)
- Manual for the Evaluation of Local School Districts

Cross References:

- 2240 Research, evaluation and planning
- 7110 Long-range facilities planning

Approved: August 28, 1997

Revised: June 30, 1997

Revised:

**SPRINGFIELD PUBLIC SCHOOL
Springfield, New Jersey 07081**

MINUTES OF MEETINGS

The minutes of all meetings of the Board shall be recorded and prepared by the Board Secretary/School Business Administrator as prescribed by law. A copy of the minutes of the previous meeting shall be sent to all Board members along with agenda materials. Copies of all minutes shall be posted in each school *and on the website* following Board approval.

All official Board minutes shall be signed by the School Business Administrator/Board Secretary and filed permanently for reference purposes.

*Any member of the public is entitled to make an audio or video tape recording of a board of education meeting, subject to reasonable restrictions including that the taping will minimize intrusiveness and not interrupt the proceedings. Any member of the public wishing to audio or video record a Board of Education meeting shall provide written notice (by letter, fax or email) of their name, address and telephone number forty-eight (48) hours in advance to the Board Secretary and will consent to the board, at its own expense and upon request, to make a reproduction of the recording. The location and positioning of equipment shall be subject to the authorization of the presiding officer of the Board. **The equipment shall be positioned to minimize intrusion to the proceeding, but in a place that permits an unobstructed view of the camera.** No additional artificial lighting shall be permitted. No electrical or other wiring is allowed due to the danger of entanglement and tripping. All persons recording board proceedings shall hold the board harmless and indemnify the board against all damage or injury whether to equipment, to themselves or to others. To protect privacy, there shall be no taping of closed executive sessions and no audio pick-up of private conversations occurring in the audience or between the board and its attorney. An announcement will be made prior to the meeting that audio or video taping has been requested. Persons taping shall not move around the room while meetings are in session and equipment, once positioned, shall not be moved during the board meeting. Unless waived by the board, no more than two portable video tape cameras, operated by not more than two persons, shall be allowed, on a first-come, first-served basis. Following the adjournment of the board's meeting, any persons responsible for taping shall immediately remove all equipment and restore the facility to the same condition it was in immediately prior to the recording equipment being set up.*

The minutes of the meetings of the Board of Education shall include:

- A. The classification (regular, adjourned or special), date, and place of meeting;

- B. The call to order stating time, person presiding and his/her office;
- C. The record of the roll call of Board members;
- D. A notation of the presence of the Chief School Administrator, School Business Administrator, Board Secretary, administrators and the public;
- E. Announcement of notification of the meeting;
- F. A record of any corrections to the minutes of the previous meetings and the action approving them;
- G. A record of all communications presented to the Board;
- H. A record of each motion placed before the Board, the result of the vote, and the vote of each member (if a roll call vote was taken).

Minutes of Closed Meetings

The minutes of closed meetings must be made available to the public as soon as the reason for confidentiality no longer applies. When a closed meeting deals with more than one privileged matter, the minutes shall be prepared in such a way that each matter can be separated and disclosed in a timely manner.

Public Access to Minutes

Minutes of all regular meetings shall be available to the public for inspection by the general public except where the law specifically states that a matter is exempted either temporarily or permanently from such disclosure. Minutes will be available at the next regularly scheduled Board of Education meeting in draft form. New or revised policies or bylaws shall be incorporated into the manual within thirty days of adoption or approval.

The Board Secretary (or other person deemed to be the custodian of public records) shall permit the minutes to be inspected, examined and copied by any person during regular business hours. The Board may charge a fee for copies of the minutes as provided by law.

Legal References:

- N.J.S.A. 10:4-6 et seq. Open Public Meetings Act
- N.J.S.A. 18A:11-1 General mandatory powers and duties
- N.J.S.A. 18A:17-7 Secretary to give notices and keep minutes, etc.
- N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
- N.J.S.A. 47:1A-1 et seq. Examination and copies of public records (“Open Public Records Act”)

N.J.S.A. 47:1A-1 et seq. Examination and copies of public records (“Open Public Records Act”)

N.J.A.C. 6A:8-4.3 Accountability

N.J.A.C. 6A:30-1.4 Evaluation process for the annual review

N.J.A.C. 6A:32-12.1 Reporting requirements

Executive Order No. 9, September 30, 1963; modified by Executive Order No. 11, November 15, 1974

Maurice River Board of Education v. Maurice River Teachers Assn. 193 N.J. Super. 488 (App. Div. 1984)

Matawan Ed. Ass'n. v. Matawan-Aberdeen Ed. Bd., 212 N.J. Super. 328

Liebeskind v. Mayor & Mun. Coun. of Bayonne, 265 N.J. Super. 389, 400-401 (App. Div. 1993)

Atlantic City Convention Center Authority v. South Jersey Publishing Co., Inc., 135 N.J. 53 (1994)

New Jersey Department of State, Division of Archives and Records Management, School District Records Retention Schedule

Cross References:

3570 District records and reports

9123 Appointment of board secretary

Approved: June 30, 1997

Revised: August 18, 2008

Revised: October 20, 2008