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SPRINGFIELD BOARD OF EDUCATION
FEBRUARY 27, 2017
REGULAR MEETING

The Springfield Board of Education is committed to providing high quality, efficient educational programs through which all students achieve the New Jersey Core Curriculum Contents Standards. Every effort is made to ensure that the district's certificated and support personnel are among the best in their fields. The staff and Board of Education are dedicated to maintaining excellence in the delivery of child-centered educational programs. Very simply stated, in Springfield...SCHOOLS ARE FOR KIDS!

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 IMC, first floor on Monday, February 27, 2017 at 7:46 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 January 5, 2017.

1. CALL TO ORDER

The meeting was called to order by Board President, Mrs. Robin Cornelison

Present: Mr. Scott Donner, Mr. Marc Miller, Mrs. Jacqueline Shanes,
Mr. Scott Silverstein, Mrs. Elissa Zylbershlag, Mrs. Robin Cornelison
Absent: Mr. Hector Munoz, Mrs. Hilary Turnbull, Mr. Steven Wolcott

Also Present:

Mr. Michael Davino, Superintendent
Mr. Matthew Clarke, Business Administrator/Board Secretary
Mrs. Erica Scudero, Director of Curriculum, Instruction, Assessment
Mrs. Ellyn Atherton, Director of Human Resources
Ms. Kerri Wright, Board Attorney

2. PLEDGE OF ALLEGIANCE

3. COMMUNICATIONS

1. Union County Student Recognition is Wednesday, March 15th at the UCVTS.

2. NJSBA

Workshop 2017, Education for a Common Purpose, is scheduled for October 23-26 and is accepting program proposals.

The 4th annual Technology Conference is March 2nd at the Conference Center in West Windsor.

Analyzing and Construction Salary Guides will be on March 18th & 31st at NJ Manufacturers Headquarters in Trenton.

Public Relations Forum is April 7th at the NJ Manufacturers Headquarters in Trenton.

School Board Notes from February 8th & 15th.

Weekly Program Update from February 10th & 16th.

3. GSCS News & Notes from February 10th & 15th.

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4. NSBA Innovations in Special Education Awards is accepting applications until April 3rd.
5. NSBA National Connection Daily February 6th – 23rd.
6. NSBA National Connection News Bytes from February 9th.
7. UCESC Winter 2197 Connections from February 15th.

4. MINUTES

Moved by Mr. Silverstein, seconded by Mrs. Zylbershlag, move to approve the following minutes:

Regular Meeting - February 6, 2017

Yeas: Unanimous by all Members present.

MOTION CARRIED

5. SUPERINTENDENT'S REPORT

Moved by Mr. Silverstein, seconded by Mrs. Shanes, to accept and approve the Superintendent's Report as presented –

- ## 1. Student/Staff Recognitions

PARCC Update

Charlie Buckley placed 4th at 152 lbs at Region 4 Wrestling Tournament and advances to the individual tournament in Atlantic City.

Congratulations to Quiz Bowl students for advancing to the National Championship Tournament in Chicago April 28-30.

Evan Weinberg placed 4th in state individual tournament and had the 2nd highest game (279) of the tournament.

- ## 2. 2017-2018 Budget Presentations

- a. Department of Instruction – Mrs. Erica Scudero
- b. HR and Staff Development/Training – Mrs. Ellyn Atherton
- c. Department of Special Education - Mrs. Tiffany Boehm
- d. Department of Technology – Mr. Michael Davino
- e. Department of Business - Mr. Matthew Clarke

3. HIB Report (The Board will go into closed session at the end of the meeting if specific clarification is needed.)
4. Building Usage Request
5. Fund Raiser Request
6. Fieldtrip Request
7. Contracts PL2015, Chapter 47

Yeas: Unanimous by all Members present.

MOTION CARRIED

6. PUBLIC SESSION (8:36-8:46 PM)

The following members of the public had concerns/comments regarding items on the Agenda or the Superintendent's Report:

Jason Silberfein: Agenda item M 1 Policy #5512

7. FEBRUARY BILL LIST

Moved by Mr. Donner, seconded by Mr. Miller, approval of check numbers 038973 through 039235 and wire transfers 800148, 888232 through 888237 and 999271 through 999274 for a grand total of \$5,535,669.68.

Yeas: Unanimous by all Members present.

MOTION CARRIED

8. JANUARY TRANSFERS

Moved by Mr. Donner, seconded by Mr. Miller, 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

9. TAX SHELTER 403B PLAN REVISED

Moved by Mr. Donner, seconded by Mr. Miller, that the Board of Education approve the revised Springfield 403(b) Common Plan Agreement in accordance with Federal 403(b) Regulations.

Yeas: Unanimous by all Members present.

MOTION CARRIED

10. TAX SHELTER 457B PLAN REVISED

Moved by Mr. Donner, seconded by Mr. Miller, that the Board of Education approve the revised Springfield 457(b) Common Plan Agreement in accordance with Federal 457(b) Regulations.

Yeas: Unanimous by all Members present.

MOTION CARRIED

11. PERSONNEL APPOINTMENTS

Moved by Mr. Silverstein, seconded by Mr. Miller, 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

12. PROFESSIONAL DEVELOPMENT

Moved by Mr. Silverstein, seconded by Mr. Miller, 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

13. SPECIAL EDUCATION PLACEMENTS

Moved by Mr. Silverstein, seconded by Mr. Miller, at the recommendation of the Superintendent, that the Board of Education approve Special Education request for Related Services/Placements on the attachment. (Attachment D)

Yeas: Unanimous by all Members present.

MOTION CARRIED

14. HIB REPORT

Moved by Mr. Silverstein, seconded by Mr. Miller, that the Board of Education affirms the HIB Report previously presented at the following Board meeting:
February 6, 2017.

Yeas: Unanimous by all Members present.

MOTION CARRIED

15. PROGRAM OF STUDIES NEW COURSE

Moved by Mr. Silverstein, seconded by Mr. Miller, at the recommendation of the Superintendent, to approve the following course revision (new) in the program of studies –

- Course Titles –
 - Mathematics
 - AP Computer Science Principles

Yeas: Unanimous by all Members present.

MOTION CARRIED

16. CERTIFICATE OF PAYMENT #4 AUDIO VISUAL ASSOCIATES

Moved by Mr. Miller, seconded by Mr. Silverstein, approval of the Certificate for Payment #4 in the amount of \$8,089.25 to Audio Visual Associates, Inc., Denville, NJ for project number SP 15.449B. (“JDHSIMCAV” - Attachment E)

Yeas: Unanimous by all Members present.

MOTION CARRIED

17. LONG RANGE PLANNING AMENDMENTS

Moved by Mr. Miller, seconded by Mr. Silverstein, at the recommendation of the Superintendent, approval of amendments to the district LRFP in consultation with the DI Group Architecture, architect of record.

Yeas: Unanimous by all Members present.

MOTION CARRIED

18. PROFESSIONAL SERVICES FOR JDHS BALCONY PROJECT

Moved by Mr. Miller, seconded by Mr. Silverstein, at the recommendation of the Superintendent, to approve DI Group Architecture, architect of record, for professional services on the Jonathan Dayton High School Auditorium Balcony project for all professional services at a cost of \$24,500.

Yeas: Unanimous by all Members present.

MOTION CARRIED

19. PROFESSIONAL SERVICES FOR JDHS ROOM 222 PROJECT

Moved by Mr. Miller, seconded by Mr. Silverstein, at the recommendation of the Superintendent, to approve DI Group Architecture, architect of record, for professional services on the Jonathan Dayton High School Room 222 project for all professional services at a cost of \$36,500.

Yeas: Unanimous by all Members present.

MOTION CARRIED

20. PROFESSIONAL SERVICES FOR FMG ROBOTICS PROJECT

Moved by Mr. Miller, seconded by Mr. Silverstein, at the recommendation of the Superintendent, to approve DI Group Architecture, architect of record, for professional services on the Florence Gaudineer Middle School Robotics project for all professional services at a cost of \$57,500.

Yeas: Unanimous by all Members present.

MOTION CARRIED

21. PHASE 5 BRICK FAÇADE AWARD TO PRAVCO, INC.

Moved by Mr. Miller, seconded by Mr. Silverstein, approval to accept the bid from Pravco, Inc., Rahway, NJ, project number SP 2017-01, for Jonathan Dayton High School Brick Façade Phase 5 from all bidders as set in the following resolution: (Attachment F)

RESOLUTION

WHEREAS, there is planned a project to perform certain rehabilitations at the Jonathan Dayton High School Brick Façade for brick masonry façade repairs, steel lintel repairs, and flashing improvements to a portion of the West Elevation and parapet walls on the roof; and

WHEREAS, a public advertisement for such construction services took place on January 12, 2017, and

WHEREAS, a bid opening was duly held on February 10, 2017; and

WHEREAS, bids were submitted by nine companies; and

WHEREAS, the bid submitted by New Royal Restoration was withdrawn and non-responsive; and

WHEREAS, the bid submitted by Billy Contracting and Restoration was non-responsive; and

WHEREAS, the bid submitted by Pravco, Inc. was found responsive to the specifications; and

NOW, THEREFORE, BE IT RESOLVED the bid submitted by Pravco, Inc. is hereby awarded as presented totaling \$509,617 - \$486,217 (Base Bid) + \$23,400 (Alternate #1); and

BE IT FURTHER RESOLVED that, upon consultation with Board counsel and the Board engineer, the Business Administrator be and hereby is authorized to take any and all action to commence a contract with Pravco, Inc.

Yeas: Unanimous by all Members present.

MOTION CARRIED

22. 2ND AND FINAL READING VARIOUS POLICIES

Moved by Mrs. Shanes, seconded by Mr. Miller, to approve the second and final reading of the following policies (Attachment G):

Policy #5141.22	- Administering Medication
Policy #3542.22	- Outstanding Food Service Charges
Policy 4000	- Concept and Roles in Personnel
Policy 4111.1/4211.1	- Nondiscrimination/Affirmative Action
Policy 4111.2	- Elimination of Discrimination on the Basis of Disability in District Programs or Activities

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Policy 4119.26		- Electronic Communication by School Staff
Policy 5134		- Married/Pregnant Pupils
Policy 5145.4		- Equal Opportunity
Policy 5512		- Harassment, Intimidation and Bullying
Policy 6010		- Goals and Objectives
Policy 6121		- Nondiscrimination/Affirmative Action
Policy 6141		- Curriculum Design/Development
Policy 6141.2		- Recognition of Religious Beliefs and Customs
Policy 6142		- Subject Fields
Policy 6142.12		- Career Education
Policy 6142.2		- English as a Second Language: Bilingual Programs
Policy 6142.4		- Physical Education and Health
Policy 6145		- Extracurricular Activities
Policy 6147		- Standards of Proficiency
Policy 6153		- Field Trips
Policy 6164.1		- Intervention and Referral Services for General Education Pupils
Policy 6171		- Special Instructional Programs
Policy 6171.2		- Gifted and Talented
Policy 6171.3		- At Risk and Title I
Policy 6171.4		- Special Education

Yeas: Unanimous by all Members present.

MOTION CARRIED

23. CO-OPERATIVE SPORTS PROGRAM REVISED

Moved by Mr. Miller, seconded by Mrs. Shanes, at the recommendation of the Superintendent, approval the renewal of the Cooperative Sports Program with Kenilworth Board of Education and Union Board of Education and forward its acceptance to the New Jersey State Interscholastic Athletic Association (NJSIAA).

Yeas: Unanimous by all Members present.

MOTION CARRIED

24. PUBLIC SESSION (8:52-9:25 PM)

The following member of the public had comments regarding athletic program and previous threat assessments:

Sarka Antonio Louie Antonio Jason Silberfein

25. OLD BUSINESS

1. Union County Prosecutors Office held an informative meeting for all parents regarding social media and its impact on students.
2. SSEP Mission 9 had liftoff and is in space.
3. FMG's PTA meeting has been postponed to a future date.
4. TLS PTA has scheduled a social with JC prior to the middle school orientation.
5. Policy Committee is reviewing the 3000 series.

26. ADJOURNMENT

Moved by Mr. Shanes, seconded by Mr. Donner, to adjourn the regular meeting at 9:44 PM.

Yeas: Unanimous by all Members present.

MOTION CARRIED

Upcoming Meetings:

1. Regular Meeting – March 13, 2017 at 7:30 PM in the IMC at JDHS
2. Regular Meeting – March 20, 2017 at 7:30 PM in the IMC at JDHS

Matthew A. Clarke
Business Administrator/Board Secretary

**January
Transfers**

Attachment (A)

Account Code	Description	To	From
11-000-100-562-98-11	TUITION SPECIAL ED OTHER DISTR	\$18,300.00	
11-000-100-566-98-11	TUITION PRIVATE SCHOOLS HANDIC	\$14,500.00	
11-000-218-600-71-08	GUIDANCE SUPPLIES JC		\$200.00
11-000-222-100-00-10	SALARIES IMC		\$30,000.00
11-000-222-105-99-10	SEC SALARIES IMC	\$30,000.00	
11-000-222-600-22-08	SCIENCE FIELD TRIP CALD		\$530.00
11-000-230-331-01-01	CNTR SERV LEGAL FEES	\$68,000.00	
11-000-240-590-45-14	DUES/FEES GRADUATION	\$10,000.00	
11-000-240-590-82-06	OTHER EXP DUES/FEES FMG	\$5,000.00	
11-000-240-600-82-03	OTHER EXPENSES BUSINESS OFFICE	\$17,500.00	
11-000-240-600-82-06	OTHER EXP OFF SUPP FMG	\$2,000.00	
11-000-240-600-82-08	OTHER EXP OFF SUPLS JC		\$325.00
11-000-270-503-96-03	AID IN LIEU	\$16,000.00	
11-000-291-241-97-03	PERS PENSION LIABILITY	\$12,000.00	
11-000-291-270-97-03	HEALTH INSURANCE		\$158,500.00
11-190-100-610-12-14	TEACHER SUP COMPUTER	\$175.00	
11-190-100-610-14-08	TEACHER SUPPLIES ENGLISH JC		\$200.00
11-190-100-610-19-08	TEACHER SUPPLIES MATH JC		\$125.00
11-190-100-610-20-08	TEACHERS SUPPLIES MUSIC JC		\$760.00
11-190-100-610-22-03	DISTRICT SCIENCE SSEP	\$30,000.00	
11-190-100-610-22-14	TEACHER SUPPLIES SCIENCE JDHS	\$370.00	
11-190-100-610-26-06	T V	\$1,200.00	
11-190-100-610-33-06	BSI		\$3,025.00
11-190-100-610-37-06	G&T SUPPLIES		\$1,000.00
11-190-100-610-37-08	G&T SUPPLIES		\$140.00
11-190-100-610-82-06	TEACHER SUPPLIES OFFICE FMG		\$200.00
11-190-100-610-82-08	TEACHER SUPPLIES OFFICE JC	\$2,280.00	
11-190-100-610-82-14	TEACHER SUPPLIES OFFICE JDHS		\$175.00
11-190-100-640-22-14	TEXTBOOKS SCIENCE JDHS		\$370.00
11-215-100-320-40-11	PURCH.PROF.ED SERVICES PSH		\$32,800.00
11-401-100-600-45-06	STUDENT ACT CLUBS FMG	\$1,025.00	

**Springfield Public Schools
Personnel**

Attachment (B)

Last Name	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
Certificated Staff								
Foster	Ronald	Special Education Teacher	FMG	----	----	----	Retirement	July 1, 2017
Soriano	Maria	Special Education Teacher	JDHS	----	----	----	Retirement	July 1, 2017
Hilser	Kathleen	Leave Repl Spec Ed Teacher	Walton	MA/Step 0	\$58,909.00	----	cover for DF	4/17/17-6/21/17

Last Name	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
Substitute/Home instructor/Volunteer								
Kuldoshes	Stephanie	Substitute Teacher	District	---	****	New	---	2/28/17-6/30/17
Hilser	Kathleen	Substitute Teacher	District	---	****	New	---	3/1/17-6/30/17
Marcin	Susan	Substitute Teacher	District	---	****	New	---	2/21/17-6/30/17
Mattoon	Jacqueline	Substitute Aide	District	---	****	New	---	2/28/17-6/30/17
Canziani	Mary	Substitute Aide	District	---	****	New	---	2/28/17-6/30/17

Last Name	First Name	Position	Location	Guide/Step	Salary	Renewal/New	Information	Effective Date
Non-Certificated								
Martino	Jennifer	Instructional Aide	District	---	\$17.43	new	---	2/21/17-6/30/17
Lynch	Debra	Lunch Aide	District	---	\$17.43	new	---	2/7/17-6/30/17

Last Name	First Name	Position	Location	Guide/Step	Salary	Replacement/ Renewal/New	Additional Information	Effective Date
Before and After School Program/Childcare								
Ging	Jessica	PTA Enrichment Program	JC	---	\$23.81/hour	---	---	3/1/17-5/15/17
Griffiths	Steve	PTA Enrichment Program	JC	---	\$23.81/hour	---	---	3/1/17-5/15/17
Livesey	Amanda	PTA Enrichment Program	JC	---	\$23.81/hour	---	---	3/1/17-5/15/17
Lynch	Jaime	PTA Enrichment Program	JC	---	\$23.81/hour	---	---	3/1/17-5/15/17
Schultz	Kevin	PTA Enrichment Program	JC	---	\$23.81/hour	---	---	3/1/17-5/15/17
Canziani	MaryJean	Substitute Group Aide	District	---	\$15.48/hour	---	---	2/27/17-6/30/17

* In accordance with the Negotiated Contract between the Springfield BOE and the Springfield Education Association (July 1, 2016-June 30, 2019)

**** Special Salaries, Compensation and Fees 2016-2017

CONFERENCES/CONVENTIONS/WORKSHOPS 2016-2017							
LAST NAME	FIRST NAME	SCHOOL	DESCRIPTION	LOCATION	DATE	AMOUNT	BOE APPROVED
Delikaris	Barbara	JD	NAEA National Convention	NYC	Mar 2-3, 2017	202.00	Feb 27 2017
Gabriel	Leonard	FMG	NAEA National Convention	NYC	Mar 2-3, 2017	217.40	Feb 27 2017
Livesley	Amanda	JC	Nat'l Assoc Music Ed Conference	Atlantic City	Apr 6-7, 2017	316.10	Feb 27 2017

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

Attachment (D)

1. RELATED SERVICES REQUEST

<u>Vendor</u>	<u>Related Service</u>	<u>Rate</u>	<u>Hours/days/weeks</u>	<u>Term</u>	<u>Student</u>
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2. OUT OF DISTRICT PLACEMENT REQUEST

<u>School/Placement</u>	<u>Student</u>	<u>Tuition</u>	<u>Term</u>	<u>Comments</u>
Cornerstone Day School Mountainside, NJ	2219	71,088.00	2016 - 2017 SY	Tuition
ECLC of New Jersey Chatham, NJ		160.00	2015 - 2016 SY	Chatham Certified Audit Undercharge
Bonnie Brae Liberty Corner, NJ	2204	30,710.00	2016 - 2017 SY	Tuition

TO (OWNE Springfield Board of Education
139 Mountain Avenue
Springfield, New Jersey 07081

PROJECT: Jonathan Dayton High School

APPLICATION NO. 4

Distribution to:

____ OWNER
____ ARCHITECT
____ CONTRACTOR

PERIOD 12/30/2016

FROM (CONTRACTOR): Audio Visual Associates, Inc
1 Stewart Court
Denville, NJ 07834

VIA (ARCHITECT): DIGroupArchitecture
15 Bethany Street
New Brunswick, NJ 08901

PROJEC 15.449B

CONTRACT FOR: Jonathan Dayton High School

CONTRACT DATE: June 2016

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for Payment, as shown below, in connection with the Contract.
Continuation Sheet, AIA Document G703, is attached.

CHANGE ORDER SUMMARY			
Change Orders approved in previous months by Owner		ADDITIONS	DEDUCTIONS
Approved this Month			
Number	Date Approved		
1	11/21/2016	\$ 19,812.00	\$ 990.60
2	11/21/2016	\$ 16,980.00	\$ 849.00
3	1/5/2017	\$ 2,250.00	\$ 112.50
4	1/6/2017	\$ 765.00	\$ 38.25
TOTALS		\$ 39,807.00	\$ 1,990.35
Net change by Change Orders		\$ 39,807.00	

The undersigned Contractor certifies that to the best of the Contractor's knowledge and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown

CONTRACTOR Audio Visual Associates, Inc

By: Lara PanDate: 02/06/2017

1. ORIGINAL CONTRACT SUM	\$	272,231.00
2. Net change by Change Orders	\$	39,807.00
3. CONTRACT SUM TO DATE	\$	312,038.00
4. TOTAL COMPLETE & STORED TO DATE (Column G on 703)	\$	312,038.00
5. RETAINAGE:		
a. <u>5</u> % of Complete Work	\$	15,601.90
(Column D + E on G703)		
b. <u>5</u> % of Stored Material (Column F on G703)		
Total Retainage (Line 5a + 5b or Total in Column I of G703)	\$	15,601.90
6. TOTAL EARNED LESS RETAINAGE (Line 4 less Line 5 Total)	\$	296,436.10
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate)	\$	288,346.85
8. CURRENT PAYMENT DUE (Line 3 less Line 6)	\$	8,089.25

State of: NEW JERSEY County of: Morris

Subscribed and sworn to before me this 6 day of FebruaryNotary Public: [Signature]

My Commission expires:

Linda Lemieux
My Commission Expires
April 26, 2017
State of New Jersey

ARCHITECT'S CERTIFICATE FOR PAYMENT

data comprising the above application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED \$ 8,089.25

ARCHITECT:

By: Kelli BlesgDate: 02/08/2017

This Certificate is not negotiable The AMOUNT CERTIFIED is payable only to the

Contractor named herein. Issuance, payment and acceptance of payment are without
prejudice to any rights of the Owner or Contractor under this Contract.

PROJECT: Technology for Media Center
Jonathan Dayton High School
OWNER: Springfield Board Of Education

APPLICATION NO 4
APPLICATION DATE 12/30/2016
PERIOD TO: 12/30/2016
CONTRACT NO:
JOB NO: 15.449B

CONSTRUCTION MANAGER: Salazar Associates

A ITEM NO	B DESCRIPTION OF WORK	C SCHEDULED VALUE	D WORK COMPLETED		F MATERIALS PRESENTLY STORED NOT IN D OR E	G TOTAL COMPLETED & STORED TO DATE D+E+F	H % G/C	I BALANCE TO FINISH C-G	J RETAINAGE 5%
			PREVIOUS APPL.	THIS PERIOD					
1	Project Coordination/Project Management	\$1,500.00	\$ 1,500.00		\$ -	\$ 1,500.00	100%	\$ -	\$ 75.00
2	Prewire/Cabling	\$7,500.00	\$ 7,500.00		\$ -	\$ 7,500.00	100%	\$ -	\$ 375.00
3	Structural Equipment Mounting	\$25,000.00	\$ 25,000.00		\$ -	\$ 25,000.00	100%	\$ -	\$ 1,250.00
4	Onsite Equipment Delivery	\$122,690.00	\$ 122,690.00		\$ -	\$ 122,690.00	100%	\$ -	\$ 6,134.50
5	Rack Build/Rack Terminations	\$53,106.00	\$ 53,106.00		\$ -	\$ 53,106.00	100%	\$ -	\$ 2,655.30
6	Onsite Equipment Installation/Termination	\$12,500.00	\$ 12,500.00		\$ -	\$ 12,500.00	100%	\$ -	\$ 625.00
7	Onsite Programming/Testing/QC	\$10,000.00	\$ 10,000.00		\$ -	\$ 10,000.00	100%	\$ -	\$ 500.00
8	Documentation	\$1,200.00	\$ 1,200.00		\$ -	\$ 1,200.00	100%	\$ -	\$ 60.00
9	Shipping & Handling	\$5,550.00	\$ 5,550.00		\$ -	\$ 5,550.00	100%	\$ -	\$ 277.50
10	1st Year Agreement	\$3,375.00	\$ 3,375.00		\$ -	\$ 3,375.00	100%	\$ -	\$ 168.75
11	Bonds and Insurance	\$6,810.00	\$ 6,810.00		\$ -	\$ 6,810.00	100%	\$ -	\$ 340.50
12	General Allowance	\$15,000.00	\$ 15,000.00		\$ -	\$ 15,000.00	100%	\$ -	\$ 750.00
13	Mobilization	\$0.00	\$ -		\$ -	\$ -	100%	\$ -	\$ -
14	Supervision	\$2,500.00	\$ 2,500.00		\$ -	\$ 2,500.00	100%	\$ -	\$ 125.00
15	Punchlist	\$ 2,750.00		\$ 2,750.00	\$ -	\$ 2,750.00	100%	\$ -	\$ 137.50
16	Closeout	\$ 2,750.00	\$ -	\$ 2,750.00	\$ -	\$ 2,750.00	100%	\$ -	\$ 137.50
17	Change order 1	\$ 19,812.00	\$ 19,812.00		\$ -	\$ 19,812.00	100%	\$ -	\$ 990.60
18	Change order 2	\$ 16,980.00	\$ 16,980.00		\$ -	\$ 16,980.00	100%	\$ -	\$ 849.00
19	Change order 3	\$ 2,250.00	\$ -	\$ 2,250.00	\$ -	\$ 2,250.00	100%	\$ -	\$ 112.50
20	Change order 4	\$ 765.00	\$ -	\$ 765.00	\$ -	\$ 765.00	100%	\$ -	\$ 38.25
		\$ 312,038.00	\$ 303,523.00	\$ 8,515.00	\$ -	\$ 312,038.00	100%	\$ -	\$ 15,601.90

Bid Tabulation -"JDHSBF Phase 5" Bid # 2017-01
 Bid Opening - February 10, 2017 @ 10 AM (Postponed from 2/9/17 due to inclement weather)

Bidder	Base Bid	Alternate #1	Total ALL
Askari Construction, Inc.	\$824,786.00	\$62,000.00	\$886,786.00
Alimi Builders Inc.	\$558,349.00	\$35,400.00	\$593,749.00
Billy Contracting & Restoration	\$276,900.00	\$6,000.00	\$282,900.00
ML Inc.	\$756,150.00	\$45,000.00	\$801,150.00
New Royal Restoration	\$224,130.00	\$15,800.00	\$239,930.00
Northeast Roofing	\$603,062.00	\$18,000.00	\$621,062.00
Practical LLC	\$653,000.00	\$27,000.00	\$680,000.00
Pravco Inc.	\$486,217.00	\$23,400.00	\$509,617.00
Paragon	\$664,080.00	\$26,750.00	\$690,830.00

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

Policy: OUTSTANDING FOOD SERVICE CHARGES

The Springfield Board of Education understands a student may forget to bring lunch, or money to purchase lunch to school on a school day. When this happens, the food service program will provide the student with lunch with an expectation payment will be made the next school day or shortly thereafter. However, there may be circumstances when payment is not made and a student's school lunch bill is in arrears. The school district will manage a student's lunch bill that is in arrears in accordance with the provisions of N.J.S.A. 18A:33-21 and this Policy.

In the event a student's school lunch bill is in arrears, the Principal or designee shall contact the student's parent via email, or mail, to provide notice of the amount in arrears and shall provide the parent a period of ten school days to pay the full amount due. If the student's parent does not make full payment to the Principal or designee by the end of the ten school days, the Principal or designee shall again contact the student's parent to provide a second notice that their child's lunch bill is in arrears. If the balances reaches 10 charges or \$30.00 the student will be provided, and billed for, a basic lunch that will contain the essentials in balanced nutritional selections as prescribed by the Bureau of Child Nutrition Programs, New Jersey Department of Agriculture.

A parent who has received a second notice that their child's lunch bill is in arrears and who has not made payment in full within one week from the date of the second notice will be requested to meet with the Principal or designee to discuss and resolve the matter. In the event the parent refuses to meet with the Principal or designee or is unable to resolve the matter, the Principal or designee will report the parent's failure to provide lunch, as applicable, for the child, to the New Jersey Department of Children and Families, Division of Child Protection and Permanency.

This provisions of N.J.S.A. 18A:33-21 and this Policy will be made available to parents of all children in the school district in a manner as determined by the Superintendent.

N.J.S.A. 18A:33-21

Adopted: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: CONCEPT AND ROLES IN PERSONNEL

The personnel policies of a school district are an essential part of the program of public education in a community. The philosophy of a school district and the community is generally reflected in these policies.

Through its personnel policies, the Board of Education wishes to establish conditions that will attract and hold the highest qualified personnel who will devote themselves to the education and welfare of our students.

Before any new position is established the Superintendent shall present for the Board's approval a job description for the position which specifies qualifications, performance responsibilities, and the method by which the performance of these responsibilities will be evaluated.

The Superintendent shall recommend candidates for appointment by the Board.

The Board directs the Superintendent or designee to maintain comprehensive and timely collections of job descriptions for all professional staff and support positions.

The Superintendent or his/her designee shall be responsible for supervision and evaluation of employees.

Approved: August 28, 1989

Revised: June 30, 1979

Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield New Jersey 07081

POLICY: NONDISCRIMINATION/AFFIRMATIVE ACTION

The Board of Education guarantees to all persons equal access to all categories of employment, retention and advancement in this district, regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, domestic partnership status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, nonapplicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test.

An affirmative action/equity program shall be a part of every aspect of employment not limited to but including upgrading; demotion or transfer; recruitment or recruitment advertising; renewal or non-renewal; layoff or termination; rates of pay or other forms of compensation including fringe benefits; employment selection or selection for training and apprenticeships; promotion; or tenure.

The Board-designated affirmative action officer shall identify and recommend correction of any existing inequities, and any that occur in the future.

Harassment and Favoritism

The Board of Education is an affirmative action employer and holds all its employees responsible for maintaining a working environment that is free from all discriminatory practices. Harassment or favoritism on any basis included in the board's statement of equal access to employment, retention and advancement is prohibited.

Administrators and supervisors shall be familiarized with the actions that constitute harassment and favoritism. This material shall be included in the legally mandated affirmative action in-service training for all employees, and shall be clear and specific (see policy 2224). When harassment has been determined to have taken place, appropriate disciplinary action will follow. All such determinations shall be reported to the board.

Sexual Harassment

The Board of Education shall maintain a working environment that is free from sexual harassment.

Administrators and supervisors will make it clear to all staff that sexual harassment is prohibited. No supervisory employee shall threaten or insinuate, either directly or indirectly, that an employee's refusal to submit to sexual advances will adversely affect the employee's continued employment, evaluation, compensation, assignment or advancement. No supervisory employee shall promise or suggest, either directly or indirectly, that an employee's submission to sexual advances will result in any improvement in any term or condition of employment of an employee. Sexually harassing conduct committed by non-supervisory personnel is also prohibited.

Staff may file a formal grievance related to sexual harassment. The Affirmative Action Officer will receive all complaints and carry out a prompt and thorough investigation and will protect the rights of both the person making the complaint and the alleged harasser.

Findings of discrimination in the form of sexual harassment will result in appropriate disciplinary action.

"Whistleblower" Protection

The Board prohibits discrimination or retaliation against any school employee who does any of the following:

- A. Discloses or threatens to disclose to a supervisor or to a public body an activity, policy or practice of the board that the employee reasonably believes is in violation of a law, or a rule or regulation established pursuant to law;
- B. Provides information to, or testifies before, any public body conducting an investigation, hearing or inquiry into any violation of law, or a rule or regulation established pursuant to law by the board; or
- C. Objects to, or refuses to participate in any activity, policy or practice which the employee reasonably believes is in violation of law, rule or regulation; is fraudulent or criminal; or is incompatible with public health, safety or welfare or protection of the environment.

The Board shall ensure that notices are posted conspicuously in each school, informing employees that they are protected under the "Conscientious Employee Protection Act."

Report on Implementation

The Chief School Administrator shall devise regulations, including grievance forms and procedures to implement this policy. He/she shall be responsible for informing staff annually of the identity and location of the affirmative action officer and the implementing procedures.

Legal References:

N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:6-5 Inquiry as to religion and religious tests prohibited
N.J.S.A. 18A:6-6 No sex discrimination
N.J.S.A. 18A:18A-17 Facilities for handicapped persons
N.J.S.A. 18A:26-1 Citizenship of teachers, etc.
N.J.S.A. 18A:26-1.1 Residence requirements prohibited
N.J.S.A. 18A:29-2 Equality of compensation for male and female teachers
N.J.S.A. 26:8A-1 et seq. Domestic Partnership Act
N.J.S.A. 34:19-1 et seq. Conscientious Employee Protection Act
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education 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

Executive Order 11246 as amended

29 U.S.C.A. 201 - Equal Pay Act of 1963 as amended

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

42 U.S.C.A. 2000e et seq. - Title VII of the Civil Rights Act of 1964 as amended by
the Equal Employment Opportunities Act of 1972

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

20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986)

School Board of Nassau County v. Arline, 480 U.S. 273 (1987)

Vinson v. Superior Court of Alameda County, 740 P.2d 404 (Cal. Sup. Ct. 1987)

Taxman v. Piscataway Bd. of Ed., 91 F. 3d 1547 (3d Cir. 1996)

Saxe v. State College Area School Dist., 240 F. 3d 200 (3d Cir. 2001)

Cross References:

2224 Nondiscrimination/affirmative action

3320 Purchasing procedures

4111 Recruitment, selection and hiring

4112.8 Nepotism

4147 Employee safety
5145.4 Equal educational opportunity
6121 Nondiscrimination/affirmative action

Adopted: June 30, 1997
Revised: November 19, 2007
Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield New Jersey 07081

**POLICY: ELIMINATION OF DISCRIMINATION ON THE BASIS OF
DISABILITY IN DISTRICT PROGRAMS OR ACTIVITIES**

As a recipient of federal financial assistance which funds in part or in whole certain educational programs in the district, it shall be the policy of the Board of Education that no otherwise qualified person shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program or activity sponsored by this Board.

The Board shall comply with Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act (IDEA).

Section 504/ADA Requirements

A. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 protect the rights of individuals with disabilities in programs and activities that received federal financial assistance. Section 504 provides that: "No otherwise qualified individual with disabilities in the United States... shall, solely by reason of her or his disabilities, be excluded for the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

B. The Section 504/ADA regulations require a recipient operating federally funded public elementary and secondary education programs to provide a "free appropriate public education" (FAPE) to each qualified person with a disability who is in the recipient's jurisdiction, regardless of the nature or severity of the person's disabilities.

C. Section 504/ADA defines a "person with a disability" as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
2. has a record of such impairment; or,
3. is regarded as having such impairment.

Employment Practices

A. Qualified disabled persons shall not, solely on the basis of disability be subjected to discrimination in employment, nor in any of the activities or programs related thereto such as recruitment, hiring, promotion, transfer, termination, compensation, assignment, leaves, fringe benefits, and any other existing term or condition of employment.

B. Reasonable accommodation shall be made to the known disabilities of qualified applicants or employees unless it can be demonstrated that the accommodation would impose an undue hardship in the program.

Such accommodation may include making facilities used by employees accessible to and usable by disabled persons; job restructuring; modified work schedules; acquisition or modification of equipment; providing readers or interpreters.

In determining whether or not an accommodation would impose undue hardship on the school district, the nature and cost of the accommodation will be considered.

Qualified disabled employees or applicants shall not be denied any employment opportunity solely on the basis of the need to make reasonable accommodation.

Employment tests or other selection criterion which tend to screen out disabled persons shall not be used unless the test score or selection criterion can be shown to be job related and alternative employment tests or selection criterion are not available.

Pre-employment medical examinations or pre-employment inquiries shall not be made as to whether the applicant is a disabled person. Pre-employment inquiries may be made regarding the applicant's ability to perform job related functions.

Program Accessibility in School District Facilities

A. Disabled persons shall not be denied the benefits of or be excluded from participation in, or otherwise be subjected to discrimination in any school program or activity on the basis of facilities which are either unusable or inaccessible to them.

B. The school district shall operate its programs or activities so that when viewed in their entirety, are accessible to the disabled. The school district is not required to make each existing facility or every part thereof accessible to and usable by disabled persons but will through planning make it possible for disabled persons to participate in all programs and activities.

C. In the event structural changes are needed in any of the school district's facilities, a transition plan shall be developed identifying the changes and setting forth the steps to complete such changes. The plan shall be developed with

assistance, advice and counsel of interested persons, including disabled persons or organizations representing disabled persons and, following approval by the Board of Education, shall be made available for public inspection in the office of the Board Secretary.

Any such structural changes shall be made within three years, or more expeditiously if possible, and shall be made in conformance with the "American National Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Disabled."

Elementary and Secondary Education

A. The school district shall provide each qualified disabled person with a free appropriate public education.

B. The school district shall establish procedures for the identification evaluation and placement of persons who because of disabilities need a special education program or related services. To the maximum extent appropriate, the placement shall be in an instructional setting with pupils who are not disabled or have severe disabilities.

The procedures for the evaluation of disabled persons shall provide for periodic re-evaluation of persons who have been provided special education and related services and shall also provide for a system of procedural safeguards and a process of appeal by which a disabled person or his or her parent(s) or guardian(s) can have the educational placement reviewed.

C. Disabled students shall be afforded an equal opportunity to participate in all non-academic and co-curricular programs and activities including but not limited to the following: counseling services, physical education programs, athletics, intramurals, health services, and clubs. Students shall also receive assistance in transition services i.e., school to careers.

Designation of Responsible Employee and Adoption of Grievance Procedure

A. Upon the recommendation of the Chief School Administrator, the Board of Education shall designate an administrator to whom the Chief School Administrator shall delegate responsibility for the implementation of this policy within the administrative structure of the school district. The responsibilities shall include the preparation of assurances of compliance, the development of all plans, activities and reports required under this policy, and the administration of the grievance procedure included in this Section 4B.

B. The school district shall adopt a grievance procedure with final appeal to the Board of Education, that will provide for the prompt and equitable resolution of complaints alleging any action or actions which are prohibited by and in violation

of this Policy.

The grievance procedure, however, shall not be available to process complaints from applicants for employment.

Legal References:

29 U.S.C. 794 (Sec. 504, Rehabilitation Act of 1973)

20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)

42 U.S.C. 12101 (Americans with Disabilities Act of 1990)

N.J.S.A. 10:5-1 et. seq. (Law Against Discrimination)

N.J.S.A. 18A: 18A-17 (Tenure)

N.J.A.C. Title 6 Chapter 28 (Special Education)

34 CFR Part 104 (Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance)

45 CFR Part 84 (Nondiscrimination under Programs Receiving Federal Assistance through the Department of Health and Human Services Effectuation of Title VI of the Civil rights Acts of 1964)

Adopted: November 19, 2007

Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: MARRIED/PREGNANT PUPILS

No pupil, whether married or unmarried, who is otherwise eligible to attend the district's school(s) shall be denied an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

The Board reserves the right to require, as a prerequisite for attendance in the regular classes of the school and the extracurricular program of the school, that each pregnant pupil submit to periodic medical examination by a physician at the intervals prescribed by the physician.

Pregnant pupils shall be permitted to continue in school in all instances when continued attendance has the sanction of the expectant mother's physician. The physician's approval of this continued attendance must be on file at the school.

A pregnant pupil who does not wish to attend regular classes or who is physically unable to do so during her pregnancy may request evaluation to be assigned to either a formal alternative educational program or home instruction.

A pupil who has received an alternate educational program or home instruction for reasons associated with her pregnancy shall be readmitted to the regular school program upon her request and the written statement of a physician that she is physically fit to do so.

Legal References:

N.J.S.A. 10:5-1 et seq. Law Against Discrimination

N.J.S.A. 18A:36-20 Discrimination prohibited

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

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

The Comprehensive Equity Plan, New Jersey State Department of Education

Cross References:

5141.3 Health examinations and immunizations

5145.4 Equal educational opportunity

6145 Extracurricular activities

6154 Homework/makeup work
6172 Alternative educational programs
6173 Home instruction

Approved: August 28, 1989
Revised: July 30, 1997
Revised: May 5, 2008
Revised: August 18, 2008
Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: ADMINISTERING MEDICATION

The Board shall not be responsible for the diagnosis and treatment of pupil illness. The administration of prescribed medication to a pupil during school hours will be permitted only when failure to take such medicine would jeopardize the health of the pupil, or the pupil would not be able to attend school if the medicine were not made available to him/her during school hours. For purposes of this policy, "medication" shall include all medicines prescribed by a physician for the particular pupil, including emergency medication in the event of bee stings, and all non-prescription "over-the-counter" medication.

Before any medication may be administered to or by any pupil during school hours, the Board shall require the written request of the parent/guardian which shall give permission for such administration and relieve the Board and its employees of liability for administration of medication. In addition, for prescribed medication, the Board requires the written order of the prescribing physician which shall include:

- A. The purpose of the medication;
- B. The dosage;
- C. The time at which or the special circumstances under which medication shall be administered;
- D. The length of time for which medication is prescribed;
- E. The possible side effects of the medication.

Both documents shall be kept on file in the office of the school nurse. The district medical inspector shall develop procedures for the administration of medication which provide that:

- A. All medications whether prescribed or over-the-counter shall be administered by the school nurse, the parent/guardian or the pupil himself/herself where the parent/guardian so permits and the school nurse is present;
- B. Medications shall be securely stored and kept in the original labeled container;

- C. The school nurse shall maintain a record of the name of the pupil to whom medication may be administered, the prescribing physician, the dosage and timing of medication and a notation of each instance of administration;
- D. All medications shall be brought to school by the parent/guardian or adult pupil and shall be picked up at the end of the school year or the end of the period of medication, whichever is earlier;
- E. A student may self-administer medication without supervision of the school nurse for asthma or other life-threatening illnesses. "Life-threatening illness" has been defined as an illness or condition that requires an immediate response to specific symptoms or sequelae that if left untreated may lead to potential loss of life such as, but not limited to, the use of an inhaler to treat an asthma attack or the use of an adrenalin injection to treat a potential anaphylactic reaction.

Pupil Self-Administration of Medication

The Board shall permit self-administration of medication for asthma or other potentially life-threatening illnesses by pupils both on school premises during regular school hours and off-site or after regular school hours when a pupil is participating in field trips or extracurricular activities. Life-threatening illness means an illness or condition that requires an immediate response to specific symptoms or sequel that may indicate the potential loss of life; e.g., adrenaline injection in response to anaphylaxis.

Parents/guardians of the pupil must meet the following conditions:

- A. Provide the Board with written authorization for the pupil's self-administration of medication;
- B. Provide written certification from the pupil's physician that the pupil has asthma or another potentially life-threatening illness and is capable of and has been instructed in the proper method of self-administration of medication;
- C. Sign a statement acknowledging that the district shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil and that the parents/ guardians shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the self-administration of medication by the pupil.

The Board shall:

- A. Inform the pupil and his/her parents/guardians that permission is effective for the school year for which it is granted and must be renewed for each subsequent school year upon fulfillment of requirements listed above;
- B. Inform parents/guardians in writing that the district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication.
- C. Maintain the right to revoke a pupil's permission to self-medicate if he/she has failed to comply with all conditions of this policy and/or has violated in any way the tenets of the agreement to self-medicate. The Chief School Administrator shall confer with the school physician and school nurse prior to recommending termination of a pupil's permission to self-medicate and shall also consult with the pupil, the pupil's parents/guardians and the pupil's physician.

The Board will permit the self-administration of medication during a field trip only for asthma and other potential life-threatening illnesses by pupils in all grades upon written approval of parents/guardians. All conditions established by law and Board policy shall be met.

EMERGENCY ADMINISTRATION OF EPINEPHRINE

The Board shall permit the school nurse or medical inspector to administer epinephrine via epinephrine via a pre-filled auto-injector mechanism in emergency situations. In their absence, a designee or designees who are employees of the Board may do so.

(1) permit the school nurse or trained designee to administer epinephrine via a pre-filled auto-injector mechanism to any pupil without a known history of anaphylaxis or any pupil whose parent or guardian has not met the requirements of subsections a., b., and d. of this section and has not received the notice required pursuant to subsection c. of this section when the nurse or designee in good faith believes that the pupil is having an anaphylactic reaction; and

(2) require each public and nonpublic school to maintain in a secure but unlocked and easily accessible location a supply of epinephrine auto-injectors that is prescribed under a standing protocol from a licensed physician or an advanced practice nurse, and is accessible to the school nurse and trained designees for administration to a pupil having an anaphylactic reaction.

The designees must be properly trained by the school nurse in the administration of the epinephrine via a pre-filled auto-injector mechanism using the standardized training protocol designated by the State Department of Education. Each designee shall receive individual training for each pupil for whom he/she is designated.

The Board shall inform the pupil's parents/guardians in writing that if the specified procedures are followed, the district, its employees and agents shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism to the pupil.

Parents/guardians shall provide the Board with the following:

- A. Written orders from the physician that the pupil requires the administration of epinephrine for anaphylaxis and does not have the capability for self-administration of the medication;
- B. Written permission for the administration of epinephrine via epinephrine via a pre-filled auto-injector mechanism by the school nurse or designee(s);
- C. A signed statement acknowledging their understanding that if the specified procedures are followed, the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism by the school nurse or designee(s) to the pupil and that the district, its employees, and agents shall be indemnified and held harmless against any claims arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism to the pupil.

Permission for the administration of epinephrine via epinephrine via a pre-filled auto-injector mechanism shall be granted annually and must be renewed each school year upon the fulfillment of the above requirements.

The Board shall allow Epinephrine to be administered via EpiPen to students in emergencies on field trips, *athletic/ after school activities* or by the school nurse, his/her designee(s), the student's parent or guardian or the student himself/herself, and /or other authorized medical personnel in accordance with this policy. *Parents are responsible to notify the school nurse and /or building principal in writing if their child attends any of these functions sponsored by the Springfield Board of Education.*

Implementation

The Board shall adopt regulations on all aspects of the administration of medication.

Legal References:

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

N.J.S.A. 18A:40-1 Employment of medical inspectors, optometrists and nurses;
salaries; terms; rules

N.J.S.A. 18A:40-3.2 et seq. Medical and Nursing Personnel

N.J.S.A. 18A:40-4 Examination for physical defects and screening of hearing of pupils
N.J.S.A. 18A:40-7 Exclusion of pupils who are ill
N.J.S.A. 18A:40-12.3 Self-administration of medication by pupil; 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.S.A. 18A:40-12.7 Nebulizer
N.J.S.A. 18A:40-12.8 Administration of asthma medication by school nurse through nebulizer; training; pupil asthma treatment plan
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.S.A. 45:11-23 Definitions N.J.A.C. 6A:16-1.1 et seq. Programs to Support Student Development

Bernards Township Education Association v. Bernards Township Board of Education, 1981 S.L.D. (9/29/81), *aff'd* State Board, 1982 S.L.D. 4/7/82, *aff'd* App. Div., unpublished opinion (A-4211-81T3, 5/18/83)

Communications Workers of America, Local 1033, On behalf of Karen Norton, Barbara Woolston, Mary Ellen Schoen et al. v. New Jersey State Department of Education, Marie H. Katzenbach School for the Deaf, State Board Docket #52-91

Policy Advisory #1 on N.J.S.A. 18A:40-12.3 et seq. Self-Administration of Medication By a Pupil, New Jersey State Department of Education, June 5, 1995.

Protocol and Implementation Plan for the Emergency Administration of Epinephrine by a Delegate Trained by the School Nurse, New Jersey State Department of Education, October, 1998 P.L. 2007, c. 57 amends N.J.S.A. 18A-40-12 to encourage recruitment and training of additional school employees to administer epinephrine and the placement of a pupil's prescribed epinephrine in a secure but unlocked location easily accessible by the school nurse and designees to ensure prompt availability in the event of an allergic emergency at school or at a school-sponsored function.

Cross References:

5131.6 Drugs, alcohol, tobacco (substance abuse)
5141.2 Illness
5141.3 Health examinations and immunizations
6153 Field trips

Adopted: June 24, 1991
Revised: August 22, 1994

Revised: June 30, 1997
Revised: September 12, 2005
Revised: August 18, 2008
Revised: August 17, 2009
Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: EQUAL OPPORTUNITY

The Board of Education directs that all pupils enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with law. No pupil shall be denied access to or benefit from an educational program or activity or form a co-curricular or athletic activity on the basis of the pupil's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation or sex, social or economic status, handicap, or disability.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that insures equivalency of educational opportunity throughout this district. Affirmative Action shall be taken to insure that pupils are protected from the effects of discrimination in accordance with policy.

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

The Superintendent shall disseminate to parents, pupils, and staff information pertaining to this policy and the procedures shall be made available for pupils and/or parents/guardians to file a grievance protesting alleged discriminatory or sexually (or other) harassing action. An immediate report of the allegation should be made to the affirmative action officer or building principal.

Legal References:

N.J.S.A. 2C:33-4 Harassment
N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:36-20 Discrimination; prohibition
N.J.S.A. 18A:38-5.1 No child to be excluded from school because of race, etc.
N.J.A.C. 6:4-1.3 Policy development
N.J.A.C. 6:4-1.5 School and classroom practices
N.J.A.C. 6:8-4.3 Quality assurance
N.J.A.C. 6:8-4.10 State and Federally mandated programs and services

State v. Mortimer, 135 N.J. 517 (1994)

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

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

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

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

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

Cross References:

2224 Nondiscrimination/affirmative action

4111.1/4211.1 Nondiscrimination/affirmative action

4111.2 Elimination of discrimination on the basis of disability in district programs or activities

5134 Married/pregnant pupils

6121 Nondiscrimination/affirmative action

6141 Curriculum design/development

6145 Extracurricular activities

6161.1 Guidelines for evaluation and selection of instructional materials

6171.4 Special education

Approved: December 21, 1992

Revised: June 30, 1997

Revised: May 5, 2008

Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: HARASSMENT, INTIMIDATION AND BULLYING

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SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: HARASSMENT, INTIMIDATION AND BULLYING

A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a pupil. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe and disciplined environment. Since pupils learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a pupil. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the pupil, as well as the natural or adoptive parent(s) of the pupil, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and that
3. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that

substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
4. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

5. Has the effect of insulting or demeaning any pupil or group of pupils; or
6. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, computer, or pager.

C. Pupil Expectations

The Board expects pupils to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other pupils and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Pupil Conduct.

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff, and community members.

Pupils are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Pupil Conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

The Board expects that pupils will act in accordance with the pupil behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Pupil responsibilities (e.g., requirements for pupils to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Pupil rights; and
4. Sanctions and due process for violations of the Code of Pupil Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, pupils, instructional staff, pupil support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and

law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for pupil conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for pupil conduct will take into consideration the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to pupils and their parents or guardians the rules of the district regarding pupil conduct. Provisions shall be made for informing parents or guardians whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to pupils who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Pupil Conduct, and the consequences and remedial responses for staff members who commit one or more acts of harassment, intimidation, or bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the Code of Pupil Conduct and N.J.A.C. 6A:16-7.

Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;

4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Traits;
6. Interests;
7. Hobbies;
8. Extra-curricular activities;
9. Classroom participation;
10. Academic performance; and
11. Relationship to pupils and the school district.

Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for a pupil or staff member who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of pupils, as set forth in the Board's approved Code of Pupil Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the Board's approved Code of Pupil Conduct and N.J.A.C. 6A:16-7, Student Conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;
8. Out-of-school suspension (short-term or long-term);
9. Reports to law enforcement or other legal action;
10. Expulsion; and
11. Bans from providing services, participating in school-district-sponsored programs, or being in school buildings or on school grounds.

Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Peer support group;
3. Recommendations of a pupil behavior or ethics council;
4. Corrective instruction or other relevant learning or service experience;
5. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
6. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
7. Behavioral management plan, with benchmarks that are closely monitored;
8. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
9. Involvement of school disciplinarian;
10. Pupil counseling;
11. Parent conferences;
12. Alternative placements (e.g., alternative education programs);
13. Pupil treatment; or
14. Pupil therapy.

Examples of Remedial Measures – Environmental (Classroom, School Building or School District)

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Supervision of pupil before and after school, including school transportation;
10. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
11. Teacher aides;

12. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
13. General professional development programs for certificated and non-certificated staff;
14. Professional development plans for involved staff;
15. Disciplinary action for school staff who contributed to the problem;
16. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
17. Parent conferences;
18. Family counseling;
19. Involvement of parent-teacher organizations;
20. Involvement of community-based organizations;
21. Development of a general bullying response plan;
22. Recommendations of a pupil behavior or ethics council;
23. Peer support groups;
24. Alternative placements (e.g., alternative education programs);
25. School transfers; and
26. Law enforcement (e.g., safe schools resource officer, juvenile officer) involvement or other legal action.

N.J.A.C. 6A:16-7.9(a)2.vi requires appropriate consequences and remedial actions for any staff member who commits an act of harassment, intimidation, or bullying of a pupil. The consequences may include, but not be limited to, verbal or written reprimand, increment withholding, legal action, disciplinary action, and/or termination. Remedial measures may include, but not be limited to, in or out-of-school counseling, professional development programs, and work environment modifications.

E. Harassment, Intimidation, and Bullying Off School Grounds

This Policy and the Code of Pupil Conduct shall apply to instances when a school employee is made aware of alleged harassment, intimidation, or bullying occurring off school grounds when:

1. The alleged harassment, intimidation, or bullying has substantially disrupted or interfered with the orderly operation of the school or the rights of other pupils; and either
2. A reasonable person should know, under the circumstances, that the alleged behavior will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
3. The alleged behavior has the effect of insulting or demeaning any pupil or group of pupils; or
4. The alleged behavior creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil.

F. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with pupils, also shall submit a report in writing to the Principal within two school days of the verbal report. The Principal will inform the parents of all pupils involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Pupils, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident. Pupils, parents, and visitors may report an act of harassment, intimidation, or bullying anonymously. Formal action for violations of the Code of Pupil Conduct may not be taken solely on the basis of an anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

G. Anti-Bullying Coordinator, Anti-Bullying Specialist and School Safety Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of pupils in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of pupils;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the Principal shall appoint that individual to be the school Anti-Bullying Specialist. If no individual meeting this criteria is currently employed in the school, the Principal shall appoint a school Anti-Bullying Specialist from currently employed school personnel.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school, and to address school climate issues such as harassment, intimidation, or bullying. Each School Safety Team shall meet at least two times per school year. The School Safety Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a pupil in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety Team.

The School Safety Team shall:

- a. Receive any complaints of harassment, intimidation, or bullying of pupils that have been reported to the Principal;

- b. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of pupils in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of pupils;
- e. Educate the community, including pupils, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of pupils;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request;
- g. Collaborate with the district Anti-Bullying Coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of pupils; and
- h. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

The members of a School Safety Team shall be provided professional development opportunities that address effective practices of successful school climate programs or approaches. Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a pupil.

H. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying. The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist the school Anti-Bullying Specialist in the investigation.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the alleged incident of harassment, intimidation, or bullying. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist or the Principal shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Pupil Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the

Code of Pupil Conduct has been implemented and provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, or take or recommend other appropriate action, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report also shall include information on any consequences imposed under the Code of Pupil Conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the Superintendent.

Parents of the pupils who are parties to the investigation shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents or guardians shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent or guardian may request a hearing before the Board of Education after receiving the information. When a request for a hearing is granted, the hearing shall be held within ten school days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the pupils. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the alleged incident, the findings from the investigation of the alleged incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Education meeting following its receipt of the report or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, pupil, legal guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

I. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board authorizes the Principal of each school, in conjunction with the Anti-Bullying Specialist, to define the range of ways in which school staff will respond once an incident of harassment, intimidation, or bullying is confirmed, and the Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for a pupil who commits an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, school officials shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom, school building, school district) responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based harassment, intimidation or bullying prevention program models, to training for certificated and non-certificated staff, to participation of parents and other community members and organizations, to small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable pupil and staff member behavior and the consequences of such actions, and to the involvement of law enforcement officers, including safe schools resource officers.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The Board is encouraged to set the parameters for the range of responses to be established by the Principal and for the Superintendent to follow. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion, law enforcement report, or other legal action).
2. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, parent programs, and information disseminated to pupils and parents or guardians, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices or strategies for fostering expected pupil behavior.
4. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs, coordination with community-based organizations (e.g., mental health, health services, health facilities, law enforcement officials, faith-based organizations), and disseminating information on the core ethical values adopted by the district Board of Education's Code of Pupil Conduct, per N.J.A.C. 6A:16-7.1(a)2.

The district will identify a range of strategies and resources, which could include, but not be limited to, the following actions for individual victims: counseling; teacher aides; hallway and playground monitors; schedule changes; before and after school supervision; school transportation supervision; school transfers; and therapy.

J. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with pupils, school volunteer, or pupil from engaging in reprisal, retaliation, or false accusation against a victim, witness, one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures.

All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances. Examples of consequences and remedial measures are listed in the Consequences and Appropriate Remedial Actions section of this policy.

K. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of harassment, intimidation, or bullying.

1. Pupils - Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with pupils found to

have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to, reprimand, suspension, increment withholding, or termination.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with pupils or the provision of pupil services.

L. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with pupils, school volunteers, pupils, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the pupil handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify pupils and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

M. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to school employees, contracted service providers, and volunteers who have significant contact with pupils. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying. The school district's employee training program shall include information regarding the school district's Policy against harassment, intimidation, or bullying, which shall be provided to full-time and part-time staff members, contracted service providers, and school volunteers who have significant contact with pupils.

Each public school teacher shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention in each professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d.

The required two hours of suicide prevention instruction for teaching staff members shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, or bullying in accordance with the provisions of N.J.S.A. 18A:6-112.

Board members shall be required to complete a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, pupils, administrators, volunteers, parents or guardians, law enforcement, and community members in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

N. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

The Superintendent and the Principal(s) shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, with input from the schools' Anti-Bullying Specialists, and recommend revisions and additions to the Policy as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment and review.

O. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year at a public hearing all acts of harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46. The information reported shall be used to grade each school and each district in accordance with the provisions of N.J.S.A. 18A:17-46. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school

district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

R. Pupils with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a pupil with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the appropriate Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011

First Reading: July 18, 2011

Final Reading: August 22, 2011

Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

REGULATION: HARASSMENT, INTIMIDATION AND BULLYING

**R HAZING AND/OR HARASSMENT, INTIMIDATION OR
BULLYING INVESTIGATION PROCEDURE**

The Board of Education authorizes a prompt investigation of reports and violations and complaints of harassment, intimidation and bullying in accordance with the provisions of N.J.S.A. 18A:37-15(b)6.

The following investigation procedure shall be used for all allegations of harassment, intimidation, or bullying:

1. An investigation shall be initiated by the Principal or the Principal's designee within one school day of the report of the incident and shall be conducted by a school's Anti-Bullying Specialist.
 - a. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist in the investigation.
2. The investigation shall be completed as soon as possible, but not later than ten school days from the date of the written report of the incident of harassment, intimidation, or bullying.
 - a. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the ten-day period, the school Anti-Bullying Specialist may amend the original report of the results of the investigation to reflect the information.
3. The results of the investigation shall be reported to the Superintendent of Schools within two school days of the completion of the investigation, and in accordance with regulations promulgated by the State Board of Education pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B-1 et seq.).
4. The Superintendent of Schools may decide to provide intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
5. The results of each investigation shall be reported to the Board of Education no later than the date of the next Board of Education Meeting following the

completion of the investigation, along with information on any services provided, training established, discipline imposed, or other action taken or recommended by the Superintendent.

6. Parents or legal guardians of the pupils who are parties to the investigation shall be entitled to receive information about the investigation, in accordance with Federal and State law and regulation, including the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.
7. A parent or legal guardian may request a hearing before the Board of Education after receiving the information.
 - a. This hearing shall be held within ten days of the request;
 - b. The Board shall meet in executive session for the hearing to protect the confidentiality of the pupils; and
 - c. At the hearing the Board may hear from the school Anti-Bullying Specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.
8. At the next Board of Education meeting following its receipt of the report, the Board of Education shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with the procedures set forth in law and regulation, no later than ninety days after the issuance of the Board's decision.
9. A parent, pupil, legal guardian, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

In Effect:

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: GOALS AND OBJECTIVES

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

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

A. All children should start school ready to learn.

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

B. The high school graduation rate shall be at least 90 percent.

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

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

1. The district shall implement the state-approved Core Curriculum Content Standards and appropriate assessments to enable pupils to succeed and to evaluate their performance.
2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor

teaching staff members progress toward achievement of the required 100 clock hours of continuing education to ensure that they are obtaining and maintaining the skills to help all students achieve the Core Curriculum Content Standards.

- D. Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
 - 1. The district shall provide students with experiences in higher-level thinking, information processing, the responsibilities of citizenship, and employability skills.
 - 2. All pupils shall demonstrate competency in the skills identified in the cross-content workplace readiness standards.
 - 3. All pupils shall demonstrate respect for racial, cultural, ethnic and religious diversity.
- E. All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world.
 - 1. The district shall revise its curriculum offerings in science and mathematics according to state standards.
 - 2. The district shall provide staff training in the teaching of mathematics and science at grades K-12 to increase teachers' understanding of and ability to teach these subjects.
- F. Every adult shall be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
 - 1. Adult education programs shall be increased in conjunction with other local districts, community colleges and other educational agencies, to provide greater opportunities for adults to continue learning for work skills, leisure pursuits, intellectual and cultural growth and to assist their children in learning.
 - 2. Business and industry shall be encouraged to collaborate with educational agencies to design and increase access to educational programs for adults, such as flex time, distance learning and interactive technology.
- G. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning.

1. The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.
2. The district shall provide programs and staffing to deal with pupils at risk.
3. The school and community shall expand their cooperative efforts to create drug and violence-free environments.
4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

The Board shall develop, in consultation with the chief school administrator and teaching staff members, a written educational plan for the district. This plan shall be reviewed and adopted annually and shall include:

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

Legal References:

N.J.S.A. 18A:7A-1 Evaluation of performance of each school
N.J.S.A. 18A:7C-2 Boards of education; establishment of standards
N.J.S.A. 18A:7F-1 Comprehensive Education Improvement and Financing Act
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.A.C. 6A:8-1.1 et seq. Standards and Assessment

N.J.A.C. 6A:9-15.1 et seq. Required Professional Development for Teachers

N.J.A.C. 6A:23-1.1 et seq. Finance and Business Services

N.J.A.C. 6A:26-1.1 et seq. Educational Facilities

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 Reporting requirements

N.J.A.C. 6A:32-12.2 School-level planning

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:

1100 Communicating with the public

1120 Board of education meetings

1230 School-connected organizations

1600 Relations between other entities and the district

2131 Chief school administrator

2240 Research, evaluation and planning

3542 Food service

4010 Goals and objectives

4111 Recruitment, selection and hiring

4116 Evaluation

4131/4131.1 Staff development; inservice education/visitations/conferences

4211 Recruitment, selection and hiring

4231/4231.1 Staff development; inservice education/visitations/conferences

5113 Absences and excuses

5120 Assessment of individual needs

5124 Reporting to parents/guardians

6140 Curriculum adoption

6141 Curriculum design/development

6142 Subject fields

6145 Extracurricular activities

6147 Standards of proficiency

6152 Grouping

6156 Instructional planning/scheduling

6160 Instructional services and resources

6162.4 Community resources

6164.2 Guidance services

6164.4 Child study team

6171.1 Remedial instruction

6171.2 Gifted and talented

6171.4 Special education

6300 Evaluation of the instructional program

Approved: August 28, 1989

Revised: June 30, 1997

Revised: August 18, 2008

Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: NONDISCRIMINATION/AFFIRMATIVE ACTION

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

Reporting to the Chief School Administrator, the Affirmative Action Officer shall review the following areas for compliance with State Department of Education regulations and make suggestions and/or recommendations when necessary.

A. Curriculum content

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

1. School climate
2. Courses of study
3. Instructional materials
4. Instructional strategies
5. Library materials
6. Technology/Software and audio-visual materials
7. Guidance and counseling
8. Extracurricular programs and activities

9. Testing and other assessments

10. Reducing or preventing the under representation of minority, female and male students in classes and programs

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

B. Staff training

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

C. Pupil access

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

1. Ensuring equal access and barrier-free to all school and classroom facilities;
2. Assigning pupils in such a way that the racial/national origin composition of each school's enrollment reflects the composition of the district-wide enrollment at each grade level;
3. Refraining from locating new facilities in areas that will contribute to imbalanced, isolated or racially identifiable school enrollments;
4. Assigning pupils so that school and classroom enrollments are not identifiable on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status;
5. Ensuring that pupils are not separated or isolated within schools, courses, classes, programs or extracurricular activities;
6. Ensuring that minority and male pupils are not over-represented in detentions, suspensions, dropouts or special needs classifications;

7. Ensuring equal and bias-free access for all pupils to computers, computer classes and other technologically-advanced instructional assistance;
8. Ensuring that all limited English-proficient pupils and pupils with disabilities have equal and bias-free access to all school programs and activities;
9. Ensuring equal and bias-free access for language-minority pupils and pupils with disabilities to multiple measures for determining special needs;
10. Ensuring that pupil support services (such as school-based youth services, health care, tutoring and mentoring) are available to all pupils, including LEP pupils;
11. Ensuring that all pregnant pupils are permitted to remain in the regular school program and activities.

D. District support

The Officer shall ensure that like aspects of the school program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters and that all grades within the district are comparable in those areas.

The Chief School Administrator will report to the Board annually on continuing compliance.

Legal References:

N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:4A-1 et seq. New Jersey Commission on Holocaust Education
N.J.S.A. 18A:18A-17 Facilities for handicapped persons
N.J.S.A. 18A:35-1 Course in history of the United States in high school
N.J.S.A. 18A:36-20 Discrimination; prohibition
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-12.1 Reporting requirements
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

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

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

20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act (IDEA)

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

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

Gebser v. Lago Vista Indep. School Dist. 524 U.S. 274 (1998)

Davis v. Monroe County Bd. of Ed. 526 U.S. 629 (1999)

Cross References:

2224 Nondiscrimination/affirmative action
4111.1 Nondiscrimination/affirmative action
4131/4131.1 Staff development; in-service education/visitations/conferences
4211.1 Nondiscrimination/affirmative action
4231/4231.1 Staff development; in-service education/visitations/conferences
5134 Married/pregnant pupils
5145.4 Equal educational opportunity
6140 Curriculum adoption
6141 Curriculum design/development
6142.4 Physical education and health
6145 Extracurricular activities
6161.1 Guidelines for evaluation and selection of instructional materials
6163.1 Media center/library
6164.2 Guidance services
6171.4 Special education

Approved: June 30, 1997

Revised: May 5, 2008

Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

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

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

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

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

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

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

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

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

Legal References:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cross References:

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

Approved: June 30, 1997
Revised: August 18, 2008
Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: CURRICULUM DESIGN/DEVELOPMENT

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

The Chief School Administrator shall establish procedures for curriculum development that ensure the effective participation of teaching staff members; pupils, as appropriate to their age and grade; parents/guardians; the community; members of the board; and the use of all available resources. Care shall be taken that certified staff shall not be assigned to teach material outside the limits of their certification and endorsements.

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

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

- A. Does it address an identified pupil need?
- B. Is it relevant to the board's philosophy and goals and does it offer real possibilities for progress toward these goals?
- C. *Does it satisfy the requirements of the board's school and classroom practices regarding bias and stereotyping?*
- D. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
- E. Does it include measures for determining progress?
- F. *Does it address the necessary study skills?*

- G. Has it been thoroughly studied and/or tested by district staff or by another district?
What were the results
- H. Has a curriculum guide been completed? If not, when can it be expected?
- I. Have the accompanying textbooks been recommended to the Board?
- J. Have the costs and time of implementation been reviewed, including in-service training?

A five-year plan for updating curriculum shall be developed and implemented. The Chief School Administrator shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

Legal References:

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

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

Manual for the Evaluation of Local School Districts

Cross References:

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

Approved: August 28, 1989
Revised: June 30, 1997
Revised: August 18, 2008
Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: ENGLISH AS A SECOND LANGUAGE: BILINGUAL PROGRAMS

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

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

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

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

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

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

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

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

Pupils enrolled in district bilingual or ESL programs shall be assessed annually for exit from such programs, using indicators described in the administrative code. Whenever it is determined that a pupil should exit from the bilingual program, parents/guardians shall be notified by mail.

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

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

Legal References:

N.J.S.A. 18A:35-15 et seq. Bilingual education programs
N.J.A.C. 6A:5-1.1 et seq. Regulatory Equivalency and Waiver
N.J.A.C. 6A:8-4.1 Statewide assessment system
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:9-1.1 et seq. Professional Licensure and Standards
N.J.A.C. 6A:15-1.1 et seq. Bilingual Education
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School
N.J.A.C. 6A:32-2.1 Definitions
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.

Manual for the Evaluation of Local School Districts

Cross References:

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

Approved: June 30, 1997
Revised: August 18, 2008
Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: ENGLISH AS A SECOND LANGUAGE: BILINGUAL PROGRAMS

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

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

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

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

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

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

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

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

Pupils enrolled in district bilingual or ESL programs shall be assessed annually for exit from such programs, using indicators described in the administrative code. Whenever it is determined that a pupil should exit from the bilingual program, parents/guardians shall be notified by mail.

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

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

Legal References:

N.J.S.A. 18A:35-15 et seq. Bilingual education programs
N.J.A.C. 6A:5-1.1 et seq. Regulatory Equivalency and Waiver
N.J.A.C. 6A:8-4.1 Statewide assessment system
N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:9-1.1 et seq. Professional Licensure and Standards
N.J.A.C. 6A:15-1.1 et seq. Bilingual Education
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School
N.J.A.C. 6A:32-2.1 Definitions
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.

Manual for the Evaluation of Local School Districts

Cross References:

5120 Assessment of individual needs
5124 Reporting to parents/guardians
6121 Nondiscrimination/affirmative action
6146 Graduation requirements
6147 Standards of proficiency
6147.1 Evaluation of individual student performance
6171.2 Gifted and talented
6171.3 At-risk and Title I

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Revised: February 27, 2017

SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: PHYSICAL EDUCATION AND HEALTH

The Board directs that the district's curricular and extracurricular programs of physical education and activities comply with the district's Affirmative Action resolution and Equity Plan for school and classroom practices as stipulated in policies 2224, 5145.4, 6121 and 6145 in this manual. *The Board shall ensure that the comprehensive health and physical education curriculum addresses all elements required by the Core Curriculum Content Standards.*

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

Members of district interscholastic athletic teams may be excused from participation in the physical activities part of their physical education program without loss of graduation credit on the request of their coach on any day on which they are designated to participate in a regularly scheduled game. The Chief School Administrator shall approve procedures by which coaches will inform the physical education department, on the day in question, of the specific pupils to be excused.

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

Legal References:

N.J.S.A. 18A:6-111 et seq. Instruction in Suicide Prevention
 N.J.S.A. 18A:6-113 Instruction in suicide prevention in public school
 Curriculum
 N.J.S.A. 18A:35-4.19 through -4.22 "AIDS Prevention Act of 1999"
 N.J.S.A. 18A:35-5 through -9 Maintenance of physical training courses;
 features ...
 N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
 N.J.A.C. 6A:8-3.1 Curriculum and instruction
 N.J.A.C. 6A:8-5.1 Graduation requirements
 N.J.A.C. 6A:9-5.19 Athletics Personnel
 N.J.A.C. 6A:9-11.8 Health and physical education
 N.J.A.C. 6A:32-9.1 Athletics Procedures

N.J.A.C. 6A:16-2.1 et seq. General Provisions for School Health Services

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

Manual for the Evaluation of Local School Districts

The Comprehensive Equity Plan, New Jersey State Department of Education

Cross References:

2224 Nondiscrimination/affirmative action

5145.4 Equal educational opportunity

6121 Nondiscrimination/affirmative action

6142 Subject fields

6145.1/6145.2 Intramural competition; interscholastic competition

6146 Graduation requirements

Approved: June 30, 1997

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SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: PHYSICAL EDUCATION AND HEALTH

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Dating Violence

For students in grades 7 through 12, physical education and health curriculum will include the topic of dating violence. "Dating violence" means a pattern of behavior where one person threatens to use, or actually uses physical, sexual, verbal, or emotional abuse to control a dating partner.

The dating violence education shall include information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

Upon written request to the school principal, a parent/legal guardian of a student less than 18 years of age shall be permitted within a reasonable period of time after the request is made, to examine the dating violence education program instruction materials developed

by the school district.

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

To be consistent with P.L. 2011, c. 64 (N.J.S.A. 18A:35-4.23a, school policy, procedures and curriculum will include the following information:

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

Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED)

The board of education shall provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student during high school (in grades 9, 10, 11 or 12). The instruction shall be provided to each student prior to graduation as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education. The board may select a no-cost, non-certification instructional program to meet this requirement.

The instruction provided shall:

- A. Be modeled from an instructional program established by the American Heart Association, American Red Cross, or other nationally-recognized association with expertise in instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator; and
- B. Include a hands-on learning component for each participating student.

Legal References:

N.J.S.A. 18A:6-111 et seq. Instruction in Suicide Prevention
N.J.S.A. 18A:6-113 Instruction in suicide prevention in public school curriculum
N.J.S.A. 18A:35-4.19 through 4.22 "AIDS Prevention Act of 1999"
N.J.S.A. 18A:35-5 through 9 Maintenance of physical training courses features ...
N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
N.J.A.C. 6A:8-3.1 Curriculum and instruction

N.J.A.C. 6A:8-5.1 Graduation requirements
N.J.A.C. 6A:9-5.19 Athletics Personnel
N.J.A.C. 6A:9-11.8 Health and physical education
N.J.A.C. 6A:32-9.1 Athletics Procedures
N.J.A.C. 6A:16-2.1 et seq. General Provisions for School Health Services

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

Manual for the Evaluation of Local School Districts

The Comprehensive Equity Plan, New Jersey State Department of Education

Cross References:

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

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SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: CAREER EDUCATION

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

Career Education and Counseling

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

- A. Be linked to the Core Curriculum Contents Standards;
- B. Be infused throughout the K-12 curriculum;
- C. Be supported by professional development programs;
- D. Take into consideration the academic, career and personal/social development of the student; and
- E. Ensure that students with disabilities (age 14 or younger), if determined appropriate by IEP, have career and academic counseling coordinated with transitional services in accordance with N.J.A.C. 6A:14-3.7.

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

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

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

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

The Board shall offer all high school students the opportunity to explore career interests by participation in structured learning experiences that are linked to the Core Curriculum Content Standards. The structured learning experiences shall:

- A. Have identifiable educational goals which support the CCCS particularly in the areas of career education; consumer, family and life skills; and technological literacy;
- B. Provide that students are supervised by school personnel in accordance with the requirements identified in the Professional Licensure and Standards rules at N.J.A.C. 6A:9-13.19 through 13.22.
- C. Be conducted at sites registered with the Department of Education via the work Registration System.

Vocational-Technical Education Programs

For purposes of this policy, "vocational-technical education" means an organized educational program that offers a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. It includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of individuals. To ensure that all students have access to vocational-technical instruction the Board shall:

- A. Guarantee all students the right to apply and, if accepted, attend a county vocational school. The sending district shall be responsible for the tuition and transportation cost;
- B. Permit students to enroll in programs of vocational instruction outside the residence district as long as the resident district agrees to pay tuition and transportation costs, does not offer an identical type of program; and the program of vocational instruction has space available;
- C. Provide that students shall be admitted for enrollment in classes and provided instruction on the basis of their potential for achieving the occupational or other objectives of such instruction; and
- D. Allow county vocational schools and their designated representatives reasonable opportunity, during school hours, to present information about the

county vocational schools' programs to students in local districts in grades six through 12.

Vocational-Technical Instruction

Vocational-technical instruction shall be designed to prepare individuals:

- A. For life skills and paid employment as skilled workers or technicians or paraprofessionals in recognized occupations and in new or emerging occupation;
- B. For enrollment in advanced or highly skilled vocational-technical education programs;
- C. For making informed and meaningful occupational choices; and
- D. To achieve and combination of the above objectives.

The district Board of Education or institution of higher education responsible for vocational technical education shall:

- A. Employ and supervise teachers;
- B. Determine whether students qualify for admission to classes;
- C. Determine the content and organization of courses and curricula;
- D. Provide vocational-technical education for students with disabilities in accordance with the student's individual education plan;
- E. Include special education programs and services designed to enable academically or economically limited students or students with disabilities to achieve the vocational-technical education programs' objectives;
- F. Provide academically or economically limited students or students with disabilities, who cannot benefit from regular vocational-technical education programs, special programs of vocational instruction that include special instructional devices and techniques and supplementary services as are necessary to enable those students to achieve their career objectives;
- G. Work in coordination with the State Board of Education and in cooperation with local private agencies, organization and institutions having responsibility for the education of academically or economically limited students or students with disabilities to plan, develop, establish and administer vocational-technical education programs and services; and
- H. Ensure soundness and quality of vocational-technical instruction by the application of the content standards required by law according to N.J.A.C. 6A:19-6.8.

The Chief School Administrator shall seek and use all available state, federal and private sources of revenue for the financial support of vocational-technical education in this district. The CSA will develop regulations by which the vocational-technical education program shall be annually evaluated. This evaluation shall consist of the following as defined in N.J.A.C. 6A:19-2.6:

- A. An analysis of the achievement of academic competencies of program concentrators and completers;
- B. An analysis of the achievement of technical competencies of program concentrators;
- C. An analysis of program completion;
- D. An analysis of gender equity and student participation in programs leading to nontraditional training and employment;
- E. An analysis of placement status of program completers; and
- F. A plan to improve each of the program elements if they fall below the specified program performance indicators.

All pupils participating in vocational-technical education programs supervised by this Board or in shared-time programs are considered to be regularly enrolled in the schools of this district, and subject to the policies and rules of this Board, including rules regarding attendance for those periods when they are not assigned to outside work projects or other classes.

Legal References:

- N.J.S.A. 18A:11-1 General mandatory powers and duties
- N.J.S.A. 18A:38-36 Employment certificates to part-time pupils
- N.J.S.A. 18A:40-12.1, -12.2 Protective eye devices required for teachers, pupils and visitors in certain cases
- N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
- N.J.S.A. 18A:54E-1 Business and school partnerships
- N.J.A.C. 6A:7-1.7 Equality in school and classroom practices
- N.J.A.C. 6A:8-2.2 Authority for the state plan for vocational education
- N.J.A.C. 6A:8-3.2 Career education and counseling
- N.J.A.C. 6A:8-5.1 Graduation requirements
- N.J.A.C. 6A:9-1.1 et seq. Professional Licensure and Standards
- N.J.A.C. 6A:19-1.1 et seq. Vocational – Technical Education Programs and Standards
- N.J.A.C. 6A:23-3.3 Method of determining tuition rates for county vocational schools
- N.J.A.C. 6A:26-12.1 et seq. Operation and Maintenance of Facilities
- N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
- N.J.A.C. 6A:32-12.1 Reporting requirements
- N.J.A.C. 6A:32-14.1 Review of mandated programs and services

Manual for the Evaluation of Local School Districts

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

Cross References:

3220/3230 State funds; federal funds
3516 Safety
5142 Pupil safety
5145.4 Equal educational opportunity
6010 Goals and objectives
6121 Nondiscrimination/affirmative action
6141 Curriculum design/development
6142.2 English as a second language; bilingual/bicultural

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SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: SUBJECT FIELDS

The Board of Education directs that the district schools offer a comprehensive curriculum to provide for the intellectual, social and emotional growth of all pupils, pre-kindergarten through grade 12, giving them the basic body of skills, understandings, attitudes and knowledge needed for living in a democracy.

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

The Chief School Administrator shall direct development of and presentation to the Board for adoption a written curriculum for each element of the instructional program for the district to include:

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

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

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

Legal References:

- N.J.S.A. 18A:6-2 Instruction in accident and fire prevention
- N.J.S.A. 18A:6-3 Courses in constitution of United States
- N.J.S.A. 18A:7C-5 Board of education to provide policy on graduation to students and parents
- N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
- N.J.S.A. 18A:35-1 et seq. Curriculum and courses
- N.J.S.A. 18A:35-4.6 through -4.8 Parents Right to Conscience Act of 1979
- N.J.A.C. 6A:8-3.1 Curriculum and instruction
- N.J.A.C. 6A:8-5.1 Graduation requirements

N.J.A.C. 6A:9-1.1 et. seq. Professional Licensure and Standards
N.J.A.C. 6A:14-3.7 Individualized education program
N.J.A.C. 6A:14-4.1 General requirements
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:32-12.2 School-level planning

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

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

Cross References:

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

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SPRINGFIELD PUBLIC SCHOOLS
Springfield, New Jersey 07081

POLICY: EXTRACURRICULAR ACTIVITIES

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

The purpose of extracurricular activities shall be:

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

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

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

The Chief School Administrator shall prepare procedures to implement an extracurricular program which shall:

- A. Assess the needs and interests of the pupils of this district;
- B. Ensure the provision of competent guidance and supervision by staff;
- C. Guard against the exploitation of pupils;

- D. Provide for a variety of experiences and a diversity of organizational models;
- E. Provide for the continuing evaluation of the extracurricular program and staff;
- F. Ensure that all extracurricular activities are open to all eligible pupils and that all pupils are fully informed of the opportunities open to them.

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

Only persons *employed and/or approved by* Board of Education shall be permitted to organize district pupils during school time or during any recess in the school day for purposes of instruction or coaching or for conducting games, events, or contests in physical education or athletics.

No activity shall be considered to be under the sponsorship of this Board unless it has been approved by the Board on recommendation of the Chief School Administrator. Fund-raising activities of extracurricular groups must be approved by the *Superintendent*.

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

Good Disciplinary Standing

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

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

Good Academic Standing

Interscholastic athletes must meet NJSIAA regulations concerning academic eligibility in order to practice and compete with their teams.

Attendance

The district's attendance policy shall also apply.

Implementation

The Chief School Administrator shall direct development of detailed regulations to ensure equitable implementation of this policy. Particular care shall be taken to ensure that all extra-curricular programs and their operation comply with district equity requirements. Participation in academically related coaching or tutoring groups may be exempt from the eligibility requirement at the chief school administrator's discretion.

Legal References:

N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:11-3 Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
N.J.S.A. 18A:19-14 Funds derived from pupil activities
N.J.S.A. 18A:35-20 Participation in courses in which verbalization unessential to understanding of subject matter; location of and children in bilingual programs
N.J.S.A. 18A:42-5, -6 Certain student organizations declared harmful ...
N.J.S.A. 34:13A-1 et seq. New Jersey Employer-Employee Relations Act
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
N.J.A.C. 6A:8-3.2 Career education and counseling
N.J.A.C. 6A:9-5.19 Athletics personnel
N.J.A.C. 6A:16-2.2 Required health services
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-9.1 et seq. Athletics Procedures
N.J.A.C. 6A:32-14.1 Review of mandated programs and services

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

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

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

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

NJSIAA Constitution, Bylaws, Rules and Regulations

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Cross References:

1210 Community organizations
1320 Participation in out of school community activities
1322 Contests for pupils
2224 Nondiscrimination/affirmative action
3453 School activity funds
5113 Absences and excuses
5126 Awards for achievement
5131 Conduct/discipline
5136 Fund-raising activities
5145.4 Equal educational opportunity
6010 Goals and objectives
6142 Subject fields
6142.5 Travel and exchange programs
6142.12 , Career education
6145.1/6145.2 Intramural competition; interscholastic competition

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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 I
6300 Evaluation of the instructional program

Approved: November 16, 1987

Revised: August 28, 1989

Revised: June 30, 1997

Revised: November 17, 2008

Revised: February 27, 2017

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 schools.

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: November 17, 2008

Revised: February 27, 2017

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: November 17, 2008

Revised: February 27, 2017

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

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Revised: June 30, 1997
Revised: November 17, 2008
Revised: February 27, 2017

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 I funds. The agenda shall include:

- A. Informing parents/guardians of their right to consult in the design and implementation of the *Title I* project;
- B. Providing parents/guardians with information about the Title I 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

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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.

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

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.

Homeless students are located, identified and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. 111431 et. seq.

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. If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP will begin.

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, including students with disabilities who have been suspended or expelled from school, 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. All personnel serving students with disabilities will be highly qualified and appropriately certified and licensed. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's I.E.P.

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 (N.J.A.C. 6A:14-2.1 et seq.) 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. Instructional materials will be provided to blind or print disabled students as required by their individual I.E.Ps.

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:14-3.6 and 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 as close to the student's home as possible.

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 students with disabilities who are placed in private schools by the district Board of Education are provided special education and related services with the consent of parents/guardians and at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

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

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