

Mountain Lakes Board of Education

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Check Register By Check Number

for Batches 61,62 and UnPosted Checks : Check Date is from 05/01/2024 to 05/17/2024

Check #	PO #	Invoice Number	Account Number	Vendor No./ Vendor Name/Remit to Vendor	Batch	Check Amount	Check Description or Multi Remit To Check Name	Check Date	Check Type
UNPOSTED CHECKS									
99937	24-0768		11-190-100-610-HS-0240A-F -	8624/ALBERTSON/SAFEWAY	61	49.40	AC187342 Statement Date 5/7/24	05/08/2024	C
99938	24-0240		11-000-252-500-TD- - -	8659/CANON FINANCIAL SERVICES, INC	61	929.18	Inv. 32497669 4/20-5/19/24	05/08/2024	C
	24-0240		11-190-100-440-TD- - -	8659/CANON FINANCIAL SERVICES, INC	61	2,168.08	Inv. 32497669 4/20-5/19/24	05/08/2024	C
Total For Check Number 99938						\$3,097.26			
99939	24-0885		11-000-213-300-DW- - -	9194/CHANGEBRIDGE MEDICAL ASSOCIATES PA	61	1,666.67	Mar'24	05/08/2024	C
99940	24-0799		11-000-262-622-BC-0640B- -	9391/DIRECT ENERGY BUSINESS	61	1,683.65	AC1820842 2/28-3/27/24	05/08/2024	C
	24-0799		11-000-262-622-HS-0640B- -	9391/DIRECT ENERGY BUSINESS	61	20,282.69	AC1820841 2/28-3/27/24	05/08/2024	C
	24-0799		11-000-262-622-LR-0640B- -	9391/DIRECT ENERGY BUSINESS	61	2,297.48	AC1820838 2/23-3/22/24	05/08/2024	C
	24-0799		11-000-262-622-WW-0640B- -	9391/DIRECT ENERGY BUSINESS	61	5,591.29	AC1820839, 840 2/28-3/27/24	05/08/2024	C
Total For Check Number 99940						\$29,855.11			
99941	24-1567		11-000-261-610-DW-0730B- -	2059/HOME DEPOT USA, INC	61	94.11	AC6035 3225 3191 4384 4/28/24	05/08/2024	C
99942	24-0651		11-000-262-622-HS-0640B- -	2181/J C P & L	61	3,198.54	3/28-4/26/24	05/08/2024	C
99943	24-1641		11-000-230-590-DW-0820D- -	7204/MORRIS ESSEX INSURANCE GROUP	61	1,971.00	22-23 Workers Comp Audit Adj	05/08/2024	C
99944	24-0771		11-190-100-610-HS-0240A-F -	9253/SRS, INC.	61	318.03	(5) Apr'24 Invoices	05/08/2024	C
99945	24-0652		11-000-262-622-HS-0640B- -	8054/TIOGA SOLAR MORRIS COUNTY 1, LLC	61	592.26	Apr'24	05/08/2024	C
99946	24-1640		11-000-261-890-DW-0660A-13-	3342/TREASURER, STATE OF NEW JERSEY	61	440.00	Reg. 1425-00112-001	05/08/2024	C
99947	24-1592		11-000-263-420-DW-0720A- -	9369/TRUGREEN LIMITED PARTNERSHIP	61	300.00	Inv. 191238336	05/08/2024	C
99948	24-1649		11-000-251-500-AD- - -	3465/U.S. POSTAL SERVICE	61	1,500.00	Meter Accout #08120883	05/08/2024	C
99949	24-0483		11-000-251-500-AD- - -	6913/ABLE SHRED BUSINESS PRODUCTS LLC	62	25.00	Inv. 5619	05/17/2024	C
	24-0442		11-190-100-500-HS- - -	6913/ABLE SHRED BUSINESS PRODUCTS LLC	62	75.00	Inv. 5617	05/17/2024	C
Total For Check Number 99949						\$100.00			
99950	24-1632		60-910-310-500-DW- - -	4221/AC & R INC.	62	517.70	Invs. 32800, 32801	05/17/2024	C
99951	24-1579		11-000-251-500-AD- - -	6086/ACCESS	62	1,536.17	Inv. 10862826 Apr'24	05/17/2024	C
99952	24-1591		60-910-310-870-DW-000 - -	1291/BOROUGH OF MOUNTAIN LAKES	62	75.00	2024 License Renewal	05/17/2024	C
99953	24-0303		11-000-262-441-DW- - -	6140/BOROUGH OF MOUNTAIN LAKES	62	3,750.00	May'24	05/17/2024	C

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UNPOSTED CHECKS									
99954	24-1159		11-000-262-420-DW-0620A- -	1293/BOROUGH MOUNTAIN LAKES	62	8,333.00	May'24	05/17/2024	C
99955	24-1606		11-190-100-500-TD-0720C- -	8745/CABLEVISION LIGHTPATH, INC.	62	4,653.28	Inv. 101266765 May'24	05/17/2024	C
99956	24-0322		11-000-100-566-CS-0870F- -	8377/CELEBRATE THE CHILDREN	62	3,850.00	Inv. 2405066 May'24	05/17/2024	C
	24-0369		11-000-100-566-CS-0870F- -	8377/CELEBRATE THE CHILDREN	62	3,850.00	Inv. 2405067 May'24	05/17/2024	C
	24-0369		20-250-100-560-CS-1411T- -	8377/CELEBRATE THE CHILDREN	62	9,421.50	Inv. 2405067 May'24	05/17/2024	C
	24-0322		20-250-100-560-CS-1411T- -	8377/CELEBRATE THE CHILDREN	62	9,421.50	Inv. 2405066 May'24	05/17/2024	C
Total For Check Number 99956						\$26,543.00			
99957	24-0885		11-000-213-300-DW- - -	9194/CHANGEBRIDGE MEDICAL ASSOCIATES PA	62	1,666.67	Apr'24	05/17/2024	C
99958	24-0319		11-000-100-566-CS-0870F- -	8376/CORNERSTONE DAY SCHOOL, LLC	62	9,638.58	Inv. 1034870 May'24	05/17/2024	C
99959	24-1614		11-000-261-420-DW-0750 - -	1612/CY DRAKE LOCKSMITHS, INC.	62	197.00	Inv. 263086	05/17/2024	C
99960	24-1666		11-000-262-622-BC-0640B- -	9391/DIRECT ENERGY BUSINESS	62	1,627.53	AC 1820842 3/28-4/26/24	05/17/2024	C
	24-1666		11-000-262-622-HS-0640B- -	9391/DIRECT ENERGY BUSINESS	62	6,681.98	AC 1820841 3/28-4/26/24	05/17/2024	C
	24-1666		11-000-262-622-LR-0640B- -	9391/DIRECT ENERGY BUSINESS	62	1,087.36	AC 1820838 3/23-4/22/24	05/17/2024	C
	24-1666		11-000-262-622-WW-0640B- -	9391/DIRECT ENERGY BUSINESS	62	2,910.69	AC 1820839, 40 3/28-4/26/24	05/17/2024	C
Total For Check Number 99960						\$12,307.56			
99961	24-1452		11-000-270-517-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	10,497.82	#202401995 May'24	05/17/2024	C
	24-1486		11-000-270-518-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	25,356.49	#202402089 May'24	05/17/2024	C
	24-1452		11-000-270-518-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	2,358.16	#202401995 May'24	05/17/2024	C
	24-1626		20-507-200-320-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	221.03	#202401404 Jan.'24	05/17/2024	C
	24-1626		20-507-200-320-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	1,812.41	#202401688 Feb.'24	05/17/2024	C
	24-1626		20-507-200-320-DW-A - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	1,492.85	#202401404 Jan.'24	05/17/2024	C
	24-1626		20-507-200-320-DW-A - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	1,796.85	#202401688 Feb.'24	05/17/2024	C
	24-1626		20-507-200-320-DW-A - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	542.90	#202401215 Dec.'23	05/17/2024	C
	24-1626		20-508-200-320-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	1,674.00	#202700592 Sept.'23	05/17/2024	C
	24-1626		20-508-200-320-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	2,511.00	#202401404 Jan.'24	05/17/2024	C

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UNPOSTED CHECKS									
99961	24-1626		20-508-200-320-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	2,604.00	#202401688 Feb.'24	05/17/2024	C
	24-1626		20-508-200-320-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	2,325.00	#202401002 Nov.'23	05/17/2024	C
	24-1626		20-508-200-320-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	2,046.00	#202400812 Oct.'23	05/17/2024	C
	24-1626		20-508-200-320-DW- - -	2500/EDUC SVCS COMM. MORRIS CNTY *	62	2,511.00	#202401215 Dec.'23	05/17/2024	C
Total For Check Number 99961						\$57,749.51			
99962	24-1555		11-000-262-610-DW-0620C- -	6073/FLEMINGTON DEPARTMENT STORE	62	591.00	#INV22375	05/17/2024	C
99963	24-0317		20-250-100-560-CS-1411T- -	9175/GLENVIEW ACADEMY	62	9,455.82	Inv. GL31066 May'24	05/17/2024	C
99964	24-1623		20-087-100-500-BC- - -	8150/GROUP TO GO, INC.	62	4,380.85	Inv. Briar12	05/17/2024	C
99965	Non A/P Chk		DB10-499- , CR10-101-	9453/HAO HE	62	79.00	Refund-OvrPmt WTTS-I.H.	05/17/2024	C
99966	24-0423		11-000-213-330-LR-0430A- -	8994/HEATHER LYN BLACKWELL LONG	62	6,927.50	Apr'24	05/17/2024	C
99967	24-1558		20-231-200-600-DW- - -	2037/HEINEMANN	62	302.22	Inv. 956013328	05/17/2024	C
99968	24-1534		11-402-100-610-HS-1020A-54-	8459/JAYPRO SPORTS, LLC	62	323.00	Inv. 1258681	05/17/2024	C
99969	24-0955		11-402-100-610-HS-1020A-54-	9018/LACROSSE UNLIMITED INC	62	255.00	#INV57899	05/17/2024	C
99970	24-1673		11-000-218-890-HS-0250D-BD-	5728/MORRIS COUNTY ASSN SCHOOL ADMIN	62	675.00	6/4/24 Academic Achieve Recogn	05/17/2024	C
99971	24-0837		11-000-100-566-CS-0870F- -	8891/MONTVILLE TWP BOARD OF EDUCATION	62	3,808.20	May'24	05/17/2024	C
99972	24-1453		11-000-100-563-DW-0870A- -	6027/MORRIS COUNTY VOCATIONAL SCHOOL DIST.	62	13,495.10	Inv. 4V0749 May'24	05/17/2024	C
	24-1453		11-000-100-563-LR-0870A- -	6027/MORRIS COUNTY VOCATIONAL SCHOOL DIST.	62	5,941.60	Inv. 4V0749 May'24	05/17/2024	C
Total For Check Number 99972						\$19,436.70			
99973	24-1556		11-000-262-610-DW-0620C- -	8419/MORRIS PLAINS SHOES & REPAIRS	62	125.00	INV-009018 J.H.	05/17/2024	C
99974	24-1612		11-000-221-600-CI- - -	7019/MOUNTAIN LAKES BD-CAFE ACCT	62	203.00	Inv. 574-4582 Keurig Coffee Mak	05/17/2024	C
	24-1031		11-000-240-610-HS-0250D-BA-	7019/MOUNTAIN LAKES BD-CAFE ACCT	62	21.45	Inv. 574-4590 Home Ec	05/17/2024	C
Total For Check Number 99974						\$224.45			
99975	Non A/P Chk		DB10-499- , CR10-101-	1140/MOUNTAIN LAKES HIGH SCHOOL	62	1,500.00	Donation Girls Soccer	05/17/2024	C

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UNPOSTED CHECKS									
99976	24-1634		11-000-213-800-HS- - -	8048/TREASURER - STATE OF NEW JERSEY	62	85.00	NJEMS Bill ID 262272800	05/17/2024	C
99977	24-0980		11-000-251-890-AD-0130L- -	9327/NEW JERSEY HILLS MEDIA GROUP, INC	62	502.95	Inv. 347426-22076	05/17/2024	C
99978	24-1458		11-000-261-420-DW-0750 - -	9171/NJSB CONSTRUCTION, LLC	62	40,000.00	Inv. 5600-EST 8721	05/17/2024	C
	24-1650		11-000-261-420-DW-0750 - -	9171/NJSB CONSTRUCTION, LLC	62	4,750.00	Inv. 5630-ITRooms	05/17/2024	C
Total For Check Number 99978						\$44,750.00			
99979	24-0773		11-000-270-511-DW-0520A- -	8993/O'DOWD TRANSPORTATION	62	9,612.20	May'24	05/17/2024	C
99980	24-1622		11-000-213-330-LR-0430A- -	9290/PATRICIA FILIACI	62	700.00	Eval 2324-27	05/17/2024	C
99981	24-0985		60-910-310-870-DW-000 - -	6640/POMPTONIAN FOOD SERVICE	62	76,519.88	(3) Apr'24 Invoices	05/17/2024	C
99982	24-1638		11-190-100-610-HS-0240A-C -	5723/QUILL CORPORATION	62	82.00	Inv. 34377137	05/17/2024	C
99983	24-0354		11-000-240-500-BC- - -	2881/READY REFRESH BY NESTLE	62	45.14	AC 0015576978 4/13-5/12/24	05/17/2024	C
	24-1389		11-000-251-500-AD- - -	2881/READY REFRESH BY NESTLE	62	79.82	AC 0015629652 4/13-5/12/24	05/17/2024	C
	24-0903		11-190-100-500-HS- - -	2881/READY REFRESH BY NESTLE	62	14.37	AC 0014813828 4/13-5/12/24	05/17/2024	C
Total For Check Number 99983						\$139.33			
99984	24-0318		11-000-100-566-CS-0870F- -	9298/REED ACADEMY	62	12,271.00	#INV8162 May'24 & Cr Snow Day	05/17/2024	C
99985	24-1305		11-402-100-890-HS-1020A-21-	9333/ROXBURY WRESTLING FANS ASSOCIATES, INC	62	250.00	Entry Fee 2/10/24	05/17/2024	C
99986	24-0316		11-000-100-566-CS-0870F- -	9005/SAGE ALLIANCE	62	8,757.76	#INV93766 May'24	05/17/2024	C
99987	24-1009		11-000-213-330-CS-0431A- -	6766/SAGE THRIVE INC	62	7,242.00	#INV93886 Apr'24	05/17/2024	C
99988	Non A/P Chk		DB20-499- , CR20-101-	9111/SOUND START BABIES PROGRAM	62	49,259.67	Apr'24 EDI & Tuition Pmts	05/17/2024	C
99989	24-1655		11-000-230-610-AD-0130E- -	6166/STAPLES CREDIT PLAN	62	316.20	Summary #7000594375	05/17/2024	C
99990	24-1608		11-000-252-340-TD- - -	3872/SYSTEMS 3000, INC.	62	284.00	Inv. P243320933	05/17/2024	C
99991	24-1365		11-219-100-530-LI-0641 - -	3320/TEACHER	62	40.00	Alana Polanco	05/17/2024	C
99992	24-1365		11-219-100-580-LI-0250 - -	3320/TEACHER	62	282.47	Alana Polanco	05/17/2024	C
99993	24-1364		11-219-100-530-LI-0641 - -	3320/TEACHER	62	40.00	Jennifer Becht	05/17/2024	C
99994	24-1364		11-219-100-580-LI-0250 - -	3320/TEACHER	62	180.48	Jennifer Becht	05/17/2024	C
99995	24-1648		11-000-223-580-BC-0250B- -	3320/TEACHER	62	52.17	Michael Alves	05/17/2024	C
99996	24-1651		11-000-223-580-BC-0250B- -	3320/TEACHER	62	196.09	James Mendello	05/17/2024	C
99997	24-1639		20-042-100-610-LD- - -	3320/TEACHER	62	434.28	Jennifer Distell	05/17/2024	C
99998	24-1619		11-219-100-580-LI-0250 - -	3320/TEACHER	62	532.33	Maria Gonzalez	05/17/2024	C
99999	24-1633		11-219-100-580-LI-0250 - -	3320/TEACHER	62	28.91	Amber Sprenger	05/17/2024	C
100000	24-1635		11-219-100-580-LI-0250 - -	3320/TEACHER	62	7.14	Maria Mores	05/17/2024	C
100001	24-1636		11-219-100-580-LI-0250 - -	3320/TEACHER	62	40.47	Deanna Perry	05/17/2024	C
100002	24-1643		11-219-100-580-LI-0250 - -	3320/TEACHER	62	26.98	Danielle Patrucker	05/17/2024	C
100003	24-1654		11-219-100-580-LI-0250 - -	3320/TEACHER	62	18.80	Diane Hewitt	05/17/2024	C

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UNPOSTED CHECKS									
100004	24-0238		11-190-100-500-TD-0720C- -	9144/VERIZON	62	684.31	AC 356-779-984-0001-81 May'24	05/17/2024	C
100005	24-1607		11-190-100-500-TD-0720C- -	9188/VERIZON	62	1,499.68	Inv. Z9636901 May'24	05/17/2024	C
Total Unposted Checks						\$433,069.69			

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Vendor Name/Remit to Vendor

Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10	10		\$1,579.00			\$1,579.00
	10	11	\$252,165.23				\$252,165.23
	Fund 10	TOTAL	\$252,165.23	\$1,579.00			\$253,744.23
	20	20	\$52,953.21	\$49,259.67			\$102,212.88
	60	60	\$77,112.58				\$77,112.58
	GRAND	TOTAL	\$382,231.02	\$50,838.67	\$0.00	\$0.00	\$433,069.69

* Total Prior Cycle Checks Voided in selected cycle(s): \$0.00
Total Checks from selected cycle(s) voided in the selected cycle(s): \$0.00

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Educational Services Commission of Morris County
Rates for Service 2024-2025

TYPE OF SERVICE	RATES	TYPE OF SERVICE	RATES
Central Park School Tuition**		District Membership Assessment	
Member District	\$91,100.00	Based on total student enrollment.	\$0.30
Non-Member District	\$100,243.00	Out of County Membership must include two services.	
Personal Aide Services		Coordinated Transportation	
Member District	\$34,070.00	Member surcharge	4.0%
Non-Member District	\$36,775.00	Member Public In District	2.0%
ESY Summer Program Tuition		Non Member surcharge	5.0%
ESY Tuition (Member)	\$5,136.00	Member Non Public B6T	\$20.00
ESY Tuition (Non-Member)	\$5,832.00	Non Member Non Public B6T	\$22.00
ESY Personal Aide Services		Bus Driver Assistance per Hour	\$90.00
Member District	\$4,000.00		
Non-Member District	\$4,300.00	Non Public School Services	
Therapeutic Services		Nonpublic Security Services	9.0%
Occupational, Physical, Speech		Nonpublic Textbook Services	9.0%
Per Diem*	\$670.00	Nonpublic Technology Program	5.0%
Per Hour	\$113.00	Nonpublic Nursing Program	6.0%
Professional Support Services		Emergency Aid to NonPublic Schools (EANS)	6.0%
Psychological Evaluation	\$406.00	Cooperative Bid Purchasing	
Social Evaluation	\$406.00	Based on volume of purchases	6.0%
Educational Evaluation	\$406.00		
Speech/Language Evaluation	\$406.00	Health and Safety Services	
Occupational Therapy Evaluation	\$406.00	Per Employee	\$27.00
Physical Therapy Evaluation	\$406.00	Per School	\$1,404.00
Bilingual Evaluation (Spanish)	\$485.00		
Meeting Attendance Fee per Hour	\$103.00	Teacher Evaluation Services	
Additional Support Services		Per Diem Evaluator	\$514.00
In Class Support Teacher per Hour	\$88.00	Per Evaluation (written & consult)	\$200.00
In Class Support Aide per Hour	\$52.00		
Cancel/Reschedule/Expedite Fee	\$50.00	Add 10% Non Members except:	
		Bid Purchasing, Non Public, and Health and Safety Services	

*Per diem is based on a 6.5 hour day

**Tuition includes 60 min/wk OT,PT,S/L

Extra IEP required therapy services charge per hour:

Members	\$113.00
Non Members	\$125.00

Approved by the ESC Board of Directors
January 10, 2024

POLICY GUIDE

ADMINISTRATION

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Educational Equity Policies/Affirmative

Action Program

Feb 24

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[See **POLICY ALERT** Nos. 191, 209, and 232]

1140 EDUCATIONAL EQUITY POLICIES/AFFIRMATIVE ACTION PROGRAM

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

The Board's **educational equity policies** ~~affirmative action program~~ shall recognize and value the diversity of persons and groups within ~~the community~~ society and promote the acceptance of persons of diverse backgrounds regardless of ~~the protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)1~~ race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The **educational equity policies** ~~affirmative action program~~ will also promote **equitable** equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon ~~the protected categories listed at N.J.A.C. 6A:7-1.1(a) and pursuant to N.J.A.C. 6A:7-1.4(a)2~~ race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.

The Board shall inform the school community ~~it serves~~ of these policies in a manner including, but not limited to, the district's customary methods of information dissemination **pursuant to N.J.A.C. 6A:7-1.4(b)**. ~~The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.~~

~~The Board shall assess the district's needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of classification and placement of students in special education programs if there is~~



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Educational Equity Policies/Affirmative Action Program

~~an overrepresentation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.~~

Pursuant to N.J.A.C. 6A:7-1.5, t~~The Board annually~~ shall ~~annually~~ designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, ~~of whom the Affirmative Action Officer is a member,~~ to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing ~~f~~**For Equality And Equity in Education.** The Board shall ~~ensure~~ **assure** that all stakeholders know who the Affirmative Action Officer is and how to **contact the Affirmative Action Officer** ~~access him or her.~~

The Affirmative Action Officer shall have a New Jersey standard **certificate** ~~certification~~ with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B – **State Board of Examiners and Certification** ~~et seq.~~ The Affirmative Action Officer shall: coordinate the required professional development training for **all personnel** ~~certificated and non-certificated staff~~ pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of **the district's** grievance procedures for handling discrimination complaints; ~~and~~ ensure the district's grievance procedures, **including which include** investigative responsibilities and reporting information, are followed; **and serve as a member of the Affirmative Action Team. The Affirmative Action Officer may also serve as the school district's Title IX Coordinator.**

In accordance with N.J.A.C. 6A:7-1.5(a)4., t~~The Affirmative Action Team shall: include, to the extent possible, members who represent the diversity of the school district's student population; develop the Comprehensive Equity Plan (CEP) pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the school district's CEP Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for all personnel certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the CEP Comprehensive Equity Plan; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).~~



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In accordance with N.J.A.C. 6A:7-1.6, ~~t~~The Board shall provide, on a continuing basis, professional development training ~~for to~~ all school personnel ~~certificated and non-certificated school staff members on a continuing basis to~~ identify and resolve problems associated with the student achievement **and opportunity** gaps and other inequities ~~arising from prejudice~~ on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~ The professional development training shall be differentiated based on staff position type and shall be based on the analysis of data conducted pursuant to N.J.A.C. 6A:7-1.4(c)1. All new ~~certificated and non-certificated staff members~~ shall be provided with professional development training on educational equality and equity issues within the first year of employment. ~~The district shall ensure that p~~Parents and other community members **are aware of** ~~shall be invited to participate in the~~ professional development training **provided to school district personnel regarding topics around equity.** The district shall ensure all new personnel are provided within the first ninety days of employment with professional development training on educational equity issues.

The Commissioner or ~~his/her~~ designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of **the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.~~

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Adopted:



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[See POLICY ALERT Nos. 191, 209, and 232]

1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall **complete** ~~submit~~ a Comprehensive Equity Plan (CEP) ~~based on an assessment of the district's needs for achieving equity in educational programs~~ that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and **equitable** ~~equal~~ access to educational **opportunities** ~~opportunity~~ for all learners, including students and teachers, **in accordance with the provisions of N.J.A.C. 6A:7-1.8.**

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

Pursuant to N.J.A.C. 6A:7-1.4(c), the district shall develop, once every three years, a CEP that shall identify and correct all discriminatory and inequitable educational policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

1. Prior to developing the CEP, the district shall assess its needs for achieving equity in educational activities and programs pursuant to N.J.A.C. 6A:7-1.4(c)1. The needs assessment shall identify discriminatory practices and other barriers to achieving equity in educational activities and programs, if applicable.
2. The CEP shall address:
 - a. Professional development, pursuant to N.J.A.C. 6A:7-1.6; and
 - b. Equity in school and classroom practices, educational activities, and programs pursuant to N.J.A.C. 6A:7-1.7.
3. The CEP shall include measurable and actionable goals, objectives, timelines, and benchmarks for measuring progress.



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4. The Board shall submit the CEP to the Executive County Superintendent for confirmation of completion.
 - a. If the Executive County Superintendent determines that the CEP is not complete, the Board shall revise the plan in accordance with the Executive County Superintendent's instructions and shall submit to the Executive County Superintendent the revised plan within thirty days of the notification of incompleteness.

Pursuant to N.J.A.C. 6A:7-1.8(c), the CEP Comprehensive Equity Plan shall include the following:

1. An assessment of the school district's needs for achieving equity in educational **activities and** programs. The assessment shall include staffing practices;; quality-of-program data;; stakeholder-satisfaction data;; and student assessment ~~and behavioral~~ data disaggregated by gender;; race;; ethnicity;; **multilingual learner status; homeless status; limited English proficiency;** special education;; migrant;; date of enrollment;; student suspension;; expulsion;; Child Study Team referrals;; preschool through grade twelve promotion/retention data;; preschool through grade twelve completion rates;; **attendance data;** and re-examination and re-evaluation of classification and placement **process** of students in special education programs if there is **disproportionality overrepresentation** within a certain groups;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the **CEP Comprehensive Equity Plan;**
3. Progress targets for closing the achievement **and opportunity** gaps;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the **New Jersey Student Learning Standards (NJSLS), Core Curriculum Content Standards;** differentiated instruction and formative assessments aligned to **the NJSLS, Core Curriculum Content Standards;** and **professional standards for teachers and school leaders** ~~high expectations for teaching and learning;~~ and



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

~~The A Comprehensive Equity Plan shall be written every three years and the Board of Education shall implement initiate the CEP Comprehensive Equity Plan within sixty days of the Executive County Superintendent's certification of completion its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.~~

~~If In the event the Board of Education does not implement the CEP Comprehensive Equity Plan within sixty one hundred eighty days of the Executive County Superintendent's certification of completion its approval date, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.~~

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.4; 6A:7-1.79; 6A:7-1.8

Adopted:



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[See POLICY ALERT Nos. 191, 209, and 232]

1530 EQUAL EMPLOYMENT OPPORTUNITIES

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

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

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

The Board will use equitable **hiring** practices that **correct** ~~prevent~~ imbalance and isolation based on **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability among the district's certified and non-certified staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.~~

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

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



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Equal Employment Opportunities

The Board shall not enter into **or maintain** a contracts with a persons, **agencies** ~~agency~~, or organizations that discriminates in employment ~~practices~~ or in the provision of benefits or services, on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~, either in employment practices or in the provision of benefits or services to students or employees, ~~pursuant to N.J.A.C. 6A:7-1.1.~~

The Superintendent shall promulgate a complaint procedure for the adjudication of disputes alleging violation of the law prohibiting discrimination in employment or this **P**olicy.

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

N.J.S.A. 10:5-4; 10:5-12;

N.J.S.A. 18A:6-5; 18A:6-6; 18A:28-10; 18A:29-2

N.J.A.C. 6A:7-1.1 ~~et seq.~~; **6A:7-1.3** ~~6A:7-1.8~~

Adopted:



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[See POLICY ALERT Nos. 191, 209, and 232]

R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE

A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy 1530, guaranteeing "equal access to all categories of employment without **discriminating on the basis of regard to any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.~~"
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

B. Definitions

1. "Board of Education" means the Board of Education of ~~this the~~ School dDistrict.
2. "Complaint" means an alleged discriminatory act or practice.



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3. "Complainant" means a staff member who alleges a discriminatory act or practice.
4. "Day" means a working or calendar day as identified.
5. "Discriminatory act or practice" means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy 1530.
6. "School district" means ~~this the~~ _____ ~~School d~~District.

C. Procedure

1. A complainant who believes that **they have** ~~he/she has~~ been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with **their** ~~his/her~~ immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days **of the discussion with their supervisor**, the complainant may submit a ~~written~~ complaint to the Affirmative Action Officer. **The complaint may be reported: in person; in writing; verbally by telephone; by mail to the office address; or by electronic mail. The complaint may be reported during business or non-business hours.**
3. The complaint **shall** ~~will~~ include:
 - a. The complainant's name and address;;
 - b. The specific act or practice **of which** ~~that~~ the complainant complains ~~of~~;;
 - c. The school employee, if any, responsible for the allegedly discriminatory act;;
 - d. The results of discussions conducted in accordance with ~~paragraph C.1. above~~; and



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- e. The reasons why ~~the these results of the discussions were~~ **are not satisfactory to the complainant.**
- 43. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the ~~written~~ **complaint filed in accordance with C.2. above.** A copy of the complaint and the response will be forwarded to the Superintendent.
- 54. The ~~response of the~~ Affirmative Action Officer's **written response** may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.
- 65. On ~~their~~ **his/her** timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with a discriminatory act and any other person with knowledge of the act ~~complained of.~~
- 76. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.
- 87. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
 - a. The original complaint;;
 - b. The response to the complaint;;



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- c. The Superintendent's decision;;
 - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented;; and
 - e. The complainant's reason for believing the Superintendent's decision should be changed.
98. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
109. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
- 11+0. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
- 12++ The complainant will be informed of **their** ~~his/her~~ right to appeal the Board's decision to the:
- a. Commissioner of Education
New Jersey State Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500 **or the**
~~Telephone: (877) 900-6960 or the~~
 - b. New Jersey Division on Civil Rights
Central Trenton Regional Office
Office of the Attorney General
140 East Front Street – 6th Floor
Trenton, New Jersey 08625-0090
~~Telephone: (609) 292-4605~~



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D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.
2. A copy of the decision rendered at the highest level of appeal **finding a discriminatory act has occurred shall** ~~will~~ be kept in the **personnel file of the employee found to have committed a discriminatory act** ~~employee's personnel file~~.

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Equal Employment/Anti-Discrimination Practices

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[See POLICY ALERT Nos. 191, 209, 215, and 232]

1550 EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES

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

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

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status~~, either in employment practices or in the provision of benefits or services to students or employees. In addition, the Board will encourage minority businesses, women's business enterprises, and labor surplus area firms to submit bids to be considered for the awarding of contracts.

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



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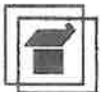
Equal Employment/Anti-Discrimination Practices

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

N.J.S.A. 10:5-4; **10:5-12**

N.J.A.C. 6A:7-1.1 ~~et seq.~~; **6A:7-1.3** ~~6A:7-1.8~~

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[See **POLICY ALERT** Nos. 209 and 232]

R 2200 CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination **on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** and promote understanding and mutual respect between children ~~regardless of race, color, creed, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, ancestry, national origin, socioeconomic status, and/or disability.~~

The Superintendent or designee shall develop a procedure to address and eliminate any possible bias in the curriculum.

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

- ~~A. — When instructional material contains stereotypes or discriminatory statements, staff should help students identify the stereotypes or discriminatory statement(s) and discuss with students the consequences of repeated stereotyping and discriminatory statements.~~
- ~~B. — If a particular instructional material is highly objectionable, staff should not use it, such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the **teaching staff member** teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.~~
- ~~C. — Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials.~~
- ~~D. — Community involvement when developing instructional programs and attendant materials shall be encouraged.~~

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[See **POLICY ALERT** Nos. 209 and 232]

2411 GUIDANCE COUNSELING

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

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall **involve the coordinated efforts of all teaching staff members under the leadership of certified guidance and counseling personnel.**

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

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parents and shares parents' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. **Ensures all students have access to adequate and appropriate counseling services, pursuant to N.J.A.C. 6A:7-1.7(c).**
 - a. **When informing students about possible careers or professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a).**



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Guidance Counseling

- b. **The Board shall not use tests or guidance or counseling materials that are biased or stereotyped on the basis of the protected categories listed at N.J.A.C. 6A:7-1.1(a); and**

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

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

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

N.J.A.C. **6A:7-1.1; 6A:7-1.3; 6A:7-1.7; 6A:8-3.2**

Adopted:



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[See POLICY ALERT Nos. 187, 191, 209, 229, and 232]

2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and culturally and linguistically responsive, researched-based, and effective language instruction educational programs (LIEP) to all multilingual learners (ML) as required by law and rules of the New Jersey State Board of Education. MLs are those students whose primary language is not English and who have varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English-speaking ability pursuant to N.J.S.A. 18A:35-15 through 18A:35-26.1 and N.J.A.C. 6A:15-1.1 et seq.

The school district shall use, at the time of enrollment, the multi-step process to identify MLs enrolled in the district in accordance with N.J.A.C. 6A:15-1.3. The district shall administer to each student enrolled in the district the Statewide home-language survey (HLS) to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML.

The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and whose primary language is other than English by administering an English language proficiency (ELP) assessment. Students who do not meet the New Jersey Department of Education (Department)-established cut score standard on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP. Preschool students who are identified as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level. The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.

The district shall provide to all preschool to twelfth-grade MLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 and N.J.S.A. 18A:7F-54 with equal educational opportunities and all educational activities and programs in accordance with the provisions of N.J.A.C. 6A:15-1.4.



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Bilingual and ESL Education

The school district providing a LIEP shall submit a plan every three years to the Department in accordance with the provisions of N.J.A.C. 6A:15-1.5.

Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the school district pursuant to N.J.A.C. 6A:15-1.6.

As part of the district- and school-level plans for professional development requirements pursuant to N.J.A.C. 6A:9C-4.2, the Board shall describe professional learning for bilingual, ESL, and academic content teaching staff members whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teaching staff members of MLs in accordance with the provisions of N.J.A.C. 6A:15-1.7.

All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5 in accordance with the provisions of N.J.A.C. 6A:15-1.8.

Students identified as MLs shall be assessed annually using English Language Placement (ELP) assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2., shall be assessed annually using an alternate ELP assessment. Every student participating in a bilingual, ESL, or English language services program established pursuant to N.J.S.A. 18A:35-15 et seq. shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.

MLs enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.



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In accordance with the provisions of N.J.S.A. 18A:35-22.1, a parent may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of a student's participation in a bilingual education program, a parent may only remove the student at the end of each school year.

If a parent wishes to remove the student prior to the end of each school year, the removal shall be approved by the Executive County Superintendent. If the Executive County Superintendent determines the student should remain in the bilingual education program until the end of the school year, the parent may appeal the Executive County Superintendent's decision to the Commissioner of Education or designee pursuant to the provisions of N.J.S.A. 18A:35-19.2.

Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.9(g)1 through (g)5.

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a) and Policy 5460 in accordance with the provisions of N.J.A.C. 6A:15-1.10.

All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20 in accordance with the provisions of N.J.A.C. 6A:15-1.11.

The parent of a ML shall be notified in accordance with the provisions of N.J.A.C. 6A:15-1.12 that their child has been identified as eligible for placement in a LIEP. Notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English. The notice must also include the provisions detailed at N.J.A.C. 6A:15-1.12(b). Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.

Pursuant to N.J.A.C. 6A:15-1.13, with approval of the Executive County Superintendent on a case-by-case basis, the Board may join with another district Board to provide a LIEP and an individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.



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The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards and communities served by the LIEP in accordance with the provisions of N.J.A.C. 6A:15-1.14. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.

N.J.S.A. 18A:35-15 through 18A:35-26.1
N.J.A.C. 6A:14-4.10; 6A:15-1.1 et seq.

Adopted:



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[See POLICY ALERT Nos. 187, 191, 209, 229, and 232]

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A. Definitions – N.J.A.C. 6A:15-1.2

1. “Alternate English language proficiency assessment” (alternate ELP assessment) means a New Jersey Department of Education (Department)-approved assessment for students with the most significant cognitive disabilities that assesses a student’s English language proficiency (ELP) on the four domains of listening, speaking, reading, and writing, and that is aligned with the English Language Development (ELD) standards and the Individuals with Disabilities Education Act (IDEA).
2. “Bilingual education program” means a full-time language instruction educational program (LIEP) in all courses or subjects provided in accordance with N.J.S.A. 18A:35-18. Students in a bilingual education program receive instruction in the primary language of multilingual learners (ML) enrolled in the program and in English, while also receiving English as a second language (ESL) instruction. Educators use the primary language of instruction to enhance literacy in the primary language and as a support in the development of listening, speaking, reading, and writing skills in English. Students also receive instruction in the history and culture of the country, territory, or geographic area that is the native land of the parents and families of MLs enrolled in the program, and in the history and culture of the United States.
3. “Bilingual part-time program” means an instructional program alternative in which students receive their academic content area classes in English language arts (ELA) and mathematics instruction with a certified bilingual teacher who provides instruction in the primary language of the MLs in the program, as well as ESL instruction.
4. “Bilingual resource program” means an instructional program alternative in which students receive instruction and resources that are individualized for each student, daily instruction from a certified bilingual teacher in academic content areas as identified by the school district, as well as ESL instruction.



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5. “Bilingual tutorial program” means an instructional program alternative in which students receive one period of instruction from a certified bilingual teacher in an academic content area required for graduation, a second period of tutoring in another required content area, as well as ESL instruction.
6. “Class period” means the time allocated for instruction in academic content areas as part of the regular school schedule for each day in session as set forth at N.J.A.C. 6A:32-8.3. In a block schedule, weekly instruction is equivalent to one class period for each day of school in a given week.
7. “Cut score” means the same as that term is defined pursuant to N.J.A.C. 6A:8-1.3.
8. “Dual language immersion program” means, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18 and N.J.A.C. 6A:15, a full-time LIEP that provides students structured English language instruction and instruction in a second language in all academic content areas. MLs in the program receive instruction in their primary language, as well as ESL instruction. A dual language immersion program provides daily instruction in English and a minimum of fifty percent of instruction in the primary language of enrolled MLs. A dual language immersion program that is designed to support MLs is sometimes referred to as a two-way bilingual education program.
9. “Early Language Development Standards” means the preschool English language development standards for preschool students developed by WIDA. The standards correspond to five domains of children’s development and learning: approaches to learning, language and communication development, cognition and general knowledge, physical well-being and motor development, and social and emotional development. The standards incorporated herein by reference, are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium and are available at <https://wida.wisc.edu/teach/early>.
10. “Educational activities and programs” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.



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11. “Educational equity” means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
12. “Educational needs” means the particular educational requirements of MLs; the fulfillment of which will provide them with equal educational opportunities.
13. “English as a second language (ESL) program” means a daily class period of second-language acquisition instruction within a LIEP and based on a student’s English language proficiency that teaches the English language development standards and incorporates the cultural aspects of the students’ experiences in their ESL instruction.
14. “English language development standards” or “ELD standards” means the 2020 Amplification of the English Language Development Standards, Kindergarten – Grade 12 incorporated herein by reference, as amended and supplemented, developed by WIDA. They are the standards and language competencies in listening, speaking, reading, and writing that MLs in preschool programs, and elementary and secondary schools, need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic content areas. The standards are a version of ELA that have been crafted to address the specific developmental stages of students learning English. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium (www.wida.us) and are available for review at <https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>.
15. “English language proficiency assessment” or “ELP assessment” means a Department-approved assessment that evaluates a student’s English language proficiency on the four domains of listening, speaking, reading, and writing, and that is aligned with the ELD standards.
16. “English language services” means services designed to improve the English language skills of MLs. The services, provided in school districts with less than ten MLs in Kindergarten through twelfth-grade, are part of the regular school program and are designed to develop proficiency in the ELD standards.



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17. "Equal educational opportunity" means the same as that term is defined pursuant to N.J.A.C. 6A:7-1.3.
18. "Exit criteria" means the criteria that must be applied before a student may be exited from a LIEP.
19. "High-intensity ESL program" means an instructional program alternative in which students receive two or more class periods each day in session of ESL instruction. One period is the standard ESL class, and the other period is a tutorial or ESL reading class.
20. "Instructional program alternative" means a LIEP, other than bilingual education and/or dual language immersion, that may be established by the Board of Education in consultation with, and approval of, the New Jersey Department of Education through a waiver request pursuant to N.J.S.A. 18A:35-18. All students in an instructional program alternative receive an ESL class period each day in session.
21. "Language instruction educational program" or "LIEP" means the program of services in which a ML receives instruction and support to develop and attain English language proficiency while meeting or exceeding the New Jersey Student Learning Standards (NJSLS) in academic content areas. MLs in a LIEP develop proficiency in the English language while they develop skills and knowledge within the academic content areas. A LIEP includes the services that all MLs are entitled to receive, pursuant to N.J.S.A. 18A:35-16 and N.J.A.C. 6A:15. LIEP includes "programs of bilingual education," pursuant to N.J.S.A. 18A:35-16, and "instructional alternative programs," pursuant to N.J.S.A. 18A:35-18.
22. "Multicultural curriculum" means the same as that term is defined pursuant to N.J.A.C. 6A:7.
23. "Multilingual learner" or "ML" means a student whose primary language is not English, who is identified through the process set forth in N.J.A.C. 6A:15, and who is developing proficiency in multiple languages (e.g., English and a primary language). The term is synonymous with "English learner" or "English language learner".



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24. “Newcomer” means any student born outside of the United States who has recently arrived in the United States. Newcomer is an umbrella term that includes a heterogeneous group of immigrants; some newcomers may also be MLs or students with interrupted formal education (SIFE).
25. “NJSLS” means the New Jersey Student Learning Standards as defined at N.J.A.C. 6A:8-1.3.
26. “Parent(s)” means the natural or adoptive parent, legal guardian, surrogate parent appointed pursuant to N.J.A.C. 6A:14-2.2, or a person acting in the place of a parent (such as a grandparent or stepparent with whom the student lives or a person legally responsible for the student’s welfare). Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pursuant to N.J.A.C. 6A:32. In addition, a resource family parent may act as a parent pursuant to N.J.A.C. 6A:32 if the parent’s authority to make education decisions on the student’s behalf has been terminated by a court of appropriate jurisdiction.
27. “Primary language” means the language or mode of communication in which a ML is most fluent or speaks more regularly than any other language. In the case of a student, the primary language is the language normally used by the student’s parent.
28. “Sheltered English instruction” means an instructional program alternative to make academic instruction in English understandable to MLs. Sheltered English classes are taught by classroom teachers who deliver instruction in English, may not hold a bilingual/ESL endorsement, but have received training on strategies for instructional adaptation, pursuant to N.J.A.C. 6A:8-1.3, to make academic content areas comprehensible for MLs.
29. “State Seal of Biliteracy” means a recognition awarded pursuant to N.J.A.C. 6A:8-5.3.



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30. “Statewide home-language survey” or “Statewide HLS” means a standardized questionnaire developed by the Department for school districts to use to help identify which students are potential MLs and which students will require a record review and an ELP assessment to determine whether they are eligible for placement in a LIEP.
31. “Student with interrupted formal education” or “SIFE” means a ML in grades four to twelve who has experienced disruptions in their formal education that took place outside of the United States.

B. Identification of Eligible Multilingual Learners – N.J.A.C. 6A:15-1.3

1. The school district shall use, at the time of enrollment, the multi-step process set forth at N.J.A.C. 6A:15-1.3(a)1 through (a)3 and B.1.a. through B.1.c. below to identify MLs enrolled in the school district.
 - a. The district shall administer to each student enrolled in the school district the Statewide HLS. The district shall use the Statewide HLS to determine which students in preschool to twelfth-grade have a primary language(s) other than English and, therefore, may be a ML. The Statewide HLS shall be completed, in writing, or by verbal interview by an individual with knowledge of the student, such as a parent(s), trained school district personnel, or a bilingual or ESL teacher;
 - b. Following the administration of the Statewide HLS, the district shall conduct a records review process to determine whether the student is a ML.
 - (1) The records review process may include, but is not limited to, reviewing available information about the student’s overall academic performance from current or prior years; observations of teaching staff members who have worked with the student; interviews with the student or the student’s parent or family in their primary language; and/or additional school records as needed in compliance with State and Federal student privacy laws; and



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c. The district shall then determine the English language proficiency of all Kindergarten to twelfth-grade students who are found eligible through N.J.A.C. 6A:15-1.3(a)1 or (a)2 and B.1.a. or B.1.b. above and whose primary language is other than English by administering an ELP assessment. Students who do not meet the Department-established cut score on the ELP assessment shall be considered MLs and shall be offered entry into the district's LIEP.

(1) Preschool students who are identified, pursuant to the processes set forth at N.J.A.C. 6A:15-1.3(a)1 and (a)2 and B.1.a. and B.1.b. above, as having a primary language other than English shall be identified as MLs. Prior to the start of their Kindergarten year, the district shall administer an ELP assessment to preschool MLs as part of the screener process to determine the ML's English language proficiency level.

(2) The district shall also use age-appropriate methodologies to identify preschool MLs to determine their individual language development needs.

2. The district shall maintain a roster indicating all identified students whose primary language is other than English and who are MLs.

C. Board Requirements, Including Language Instruction Educational Programs for Multilingual Learners – N.J.A.C. 6A:15-1.4

1. The district shall provide all preschool to twelfth-grade MLs enrolled in the school district pursuant to N.J.S.A. 18A:7F-46 and 18A:7F-54 with equal educational opportunities and all educational activities and programs, including required courses and support services defined at N.J.A.C. 6A:15-1.4(b) through (e) and C.2. through C.5. below to prepare MLs to meet or exceed the NJSLs for high school graduation. The instructional opportunities shall be designed to assist MLs to fully comprehend all subject matter and demonstrate their mastery of all NJSLs academic content areas.



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- a. Instructional opportunities may also include individualized and targeted supports, as needed by MLs.
 - b. The district shall ensure that all educational services, activities, and programs incorporate a linguistically and culturally responsive, multicultural curriculum in accordance with N.J.S.A. 18A:35-4.35, 18A:35-4.36, and 18A:35-4.36a. to ensure educational equity aligned to the Board of Education's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
2. The Board shall provide all MLs with a LIEP,
 - a. The Board shall provide appropriate instructional programs to preschool MLs pursuant to N.J.A.C. 6A:15-1.4(c) and C.3. below.
 - b. Whenever there are twenty or more MLs in Kindergarten through twelfth-grade in any one language classification enrolled in the school district, a LIEP shall include bilingual education or dual language immersion programs pursuant to N.J.A.C. 6A:15-1.4(e) and C.5. below, unless waived pursuant to N.J.A.C. 6A:15-1.15 and N. below.
 - c. Whenever there are ten or more MLs in Kindergarten through twelfth-grade enrolled in the school district, an ESL program shall be provided.
 - d. Whenever there are at least one, but fewer than ten MLs in Kindergarten through twelfth-grade enrolled in the school district, the Board shall provide the MLs with English language services. English language services shall be provided as part of the regular school program.
 - e. Instructional program alternatives may be implemented pursuant to N.J.A.C. 6A:15-1.15 and N. below.
3. The Board shall provide appropriate instructional programs to eligible preschool MLs based on the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A -- Elements of High-Quality Preschool Programs.



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- a. A program that meets the New Jersey Preschool Teaching and Learning Standards of Quality and is approved, pursuant to N.J.A.C. 6A:13A, will be considered a preschool LIEP.
4. The Board shall establish bilingual education or dual language immersion programs whenever there are twenty or more MLs in any one language classification enrolled in the school district in Kindergarten through twelfth-grade, pursuant to N.J.S.A. 18A:35-18. Bilingual education or dual language immersion programs shall:
 - a. Be designed to prepare MLs to acquire sufficient English knowledge and skills to meet the NJSLs. All MLs participating in bilingual and dual language immersion programs shall also receive a class period of ESL instruction each day in session;
 - b. Include a curriculum that is aligned to the NJSLs and the ELD standards and includes primary language instruction delivered to further master literacy in the primary language and as a support in the development of English proficiency;
 - c. Include the full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district; and
 - d. Utilize a curriculum for bilingual education programs that is adopted by the Board.
5. The Board shall provide at least one class period of ESL instruction each day in session based on a student's English language level to all MLs placed in a LIEP.
 - a. The Board shall develop and adopt an ESL curriculum that addresses the ELD standards to address the instructional needs of MLs.
 - b. The ESL curriculum shall be cross-referenced to the school district's bilingual education and academic content area curricula to ensure that ESL instruction is correlated to all academic content areas taught.



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6. The Board may establish dual language immersion programs to meet the requirement at N.J.A.C. 6A:15-1.4(b)2. and C.2.b. above and N.J.S.A. 18A:35-15 through 18A:35-26.
 - a. Dual language immersion programs shall be designed to help students achieve proficiency in English and in a second language while mastering academic content area skills.
 - b. Instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards.
 - c. Classes in dual language immersion programs shall be comprised of at least fifty percent MLs.
 - d. The program may be coordinated with the school district's world languages program.
 - e. Dual language immersion programs that are not established to provide the LIEP services required pursuant to N.J.S.A. 18A:35-15 through 18A:35-26 do not have to comply with the requirements of N.J.A.C. 6A:15, Policy 2423, and this Regulation.
7. The Board may establish a newcomer program for a limited duration in time to address the needs of recent immigrant students, particularly SIFEs, before the students transition to a general education classroom. A high-quality newcomer program shall:
 - a. Be age-appropriate;
 - b. Include content that relates to the NJSLS;
 - c. Include social-emotional learning; and
 - d. Include courses that are credit-bearing and count toward graduation pursuant to N.J.A.C. 6A:8, or promotion requirements to allow students to meet grade-level standards within a reasonable period of time.



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8. The Board shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable MLs to meet or exceed the NJSLS for graduation. When sufficient numbers of students are not available to form a bilingual class in an academic content area, the Board shall develop, in consultation with and approved by the Department, plans to meet the needs of the students.
9. In addition to N.J.A.C. 6A:15-1.4(a) through (h) and C.1. through C.8. above, the Board shall design additional programs and services to meet the special needs of eligible MLs. The additional programs and services shall include, but not be limited to, individualized and targeted supports through Title I programs; special education; career and technical education programs; gifted and talented education services; supports to help MLs earn a State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3; and individualized learning opportunities pursuant to N.J.A.C. 6A:8-5.1.
10. The Board may establish a program in bilingual education or dual language immersion for any language classification with fewer than twenty students.
11. The Board shall establish a process for how MLs in high school may meet the world language or ELA course graduation requirements, pursuant to N.J.A.C. 6A:8-5.1, by applying credits earned in an ESL course. The Board shall verify on a student's record that the applicable ESL credits meet or exceed the NJSLS at the high school level.

D. Approval Procedures – N.J.A.C. 6A:15-1.5

1. The school district providing a LIEP shall submit a plan every three years to the Department for approval.
2. The Board of Education's LIEP plan shall demonstrate that:
 - a. For Kindergarten through twelfth-grade, LIEP curricula include or are aligned with:



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- (1) The NJSLS;
 - (2) The ELD standards; and
 - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- b. For preschool, the ML instruction and support meets the language instruction requirements in the New Jersey Preschool Program Implementation Guidelines and the New Jersey Preschool Teaching and Learning Standards of Quality, pursuant to N.J.A.C. 6A:13A and the curricula include or are aligned with:
- (1) The NJSLS;
 - (2) The ELD standards for preschool; and
 - (3) A multicultural curriculum, pursuant to N.J.S.A. 18A:35-4.36a and N.J.A.C. 6A:7.
- c. MLs have equitable access to educational activities and programs in a manner aligned to the Board's Comprehensive Equity Plan, pursuant to N.J.A.C. 6A:7.
- d. School district staff engage in ongoing and continuous program evaluations that shall include regular reviews of student performance data (for example, graduation rates and assessment results) and other measures (for example, absenteeism, disciplinary records, and course enrollment) to evaluate whether MLs in the district have equitable access to educational opportunities, including, but not limited to, gifted and talented programs; advanced coursework and dual enrollment; work-based learning opportunities; extra-curricular activities; and career counseling.
- e. Preschool students participate in instructional activities pursuant to N.J.A.C. 6A:13A.



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- f. Bilingual and dual language immersion programs promote bilingualism, biliteracy, cross-cultural competency, high levels of academic achievement in both languages, and a path, if available, toward attaining the State Seal of Biliteracy.
 - 3. The Board's LIEP plan submitted to the Department for approval shall include information on the following:
 - a. Identification of MLs in preschool through twelfth-grade;
 - b. LIEP description;
 - c. The number of staff hired for the LIEP by certificate type;
 - d. Bilingual and ESL curriculum;
 - e. Evaluation design;
 - f. Review process for a student's exit from ML status; and
 - g. A budget for all components of the LIEP.
 - 4. The Department will review the plan to ensure the Board has a system of support for all MLs that is aligned to N.J.A.C. 6A:15, Policy 2423, and this Regulation. The Department may request modifications of the plan, as appropriate, and shall determine whether to approve the Board's plan.
- E. Supportive Services – N.J.A.C. 6A:15-1.6
- 1. Students enrolled in a LIEP shall have equal educational opportunities, including full access to educational opportunities and services available to other students in the district.



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2. The school district shall provide MLs with linguistically and culturally responsive supportive services, such as academic counseling; tutoring; career guidance; and mental health counseling. Bilingual personnel who are trained in social-emotional learning and are familiar with and knowledgeable about the unique assets and needs of the MLs, including newcomers and SIFEs, and their parents, shall provide the services.

F. Professional Development – N.J.A.C. 6A:15-1.7

1. As part of the district- and school-level plans for professional development requirements at N.J.A.C. 6A:9C-4.2, the Board of Education shall describe professional learning for bilingual, ESL, and academic content teachers whose classroom instruction is in English; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of MLs.
2. The district- and school-level professional development plan shall:
 - a. Include instructional adaptational strategies, pursuant to N.J.A.C. 6A:8-3.1, and training on appropriate assessments to help MLs meet the NJSLS and the ELD standards;
 - b. Address the needs of bilingual and ESL teachers, who shall receive training in the use of the ESL curriculum and the ELD standards; and
 - c. Ensure all teachers receive training on the ELD standards and how to provide linguistically and culturally accessible instruction and appropriate modifications and accommodations for MLs.

G. Certification – N.J.A.C. 6A:15-1.8

1. All teachers of bilingual programs shall hold a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or academic content area and a standard certificate with a bilingual/bicultural education endorsement, pursuant to N.J.S.A. 18A:6-38 et seq., N.J.S.A. 18A:35-15 to 26, and N.J.A.C. 6A:9B-11.5.



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2. Dual language immersion programs, for the purpose of meeting the LIEP requirements at N.J.S.A. 18A:35-18; N.J.A.C. 6A:15; Policy 2423; and this Regulation may be taught by one or more teaching staff members. In these dual language immersion programs, the following endorsements to an instructional certificate shall be fulfilled by one or more teaching staff members:
 - a. An endorsement for the appropriate grade level and/or academic content area being taught; and
 - b. An endorsement in bilingual/bicultural education or world languages.
 - (1) A teaching staff member of a language other than English has demonstrated linguistic competence in the language of their instruction, pursuant to N.J.A.C. 6A:9B-10.5 or 11.5(a)2.
 3. All teaching staff members of ESL classes shall hold a valid New Jersey instructional certificate with an ESL endorsement, pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-11.6.
 4. All teaching staff members providing English language services shall hold a valid New Jersey instructional certificate.
- H. Language Instruction Educational Program Placement, Assessment, Exit, and Reentry – N.J.A.C. 6A:15-1.9
1. All MLs from Kindergarten through twelfth-grade shall be enrolled in a LIEP established by the Board of Education in accordance with N.J.A.C. 6A:15-1.4(b) through (f) and C.2. through C.6. above, N.J.A.C. 6A:15-1.15(a) and N.1. below, and N.J.S.A. 18A:35-18 and N.J.S.A. 18A:35-22.
 2. Students identified as MLs shall be assessed annually using ELP assessments to measure the progress toward English language proficiency and to determine readiness for exiting the LIEP. Students who meet the criteria for Statewide alternate assessments, pursuant to N.J.A.C. 6A:14-4.10(a)2, shall be assessed annually using an alternate ELP assessment.



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3. A ML enrolled in the LIEP shall be placed in a classroom(s) where the primary language of instruction is English when the ML has demonstrated readiness to exit a LIEP first by achieving the Department-established cut score on an ELP or alternate ELP assessment. The student's readiness shall be further assessed by the use of a Department-established English language observation form that considers, at a minimum: classroom performance; the student's reading level in English; the observations of the teaching staff members responsible for the educational program of the student; and performance on achievement tests in English.
 - a. Pursuant to 34 CFR §200.6(h)(4)(ii), a ML with a disability whose disability makes it impossible for the student to be assessed in a particular domain because there are no appropriate accommodations for assessing the student in that domain may be exited from ML status based on the student meeting the Department-determined cut score on the remaining domains in which the student was assessed.
4. When the review process for exiting a student from a LIEP has been completed, the district shall notify, by written communication, the student's parent of the placement determination. If the parent or a teaching staff member disagrees with the student's placement, the parent or teaching staff member may appeal the placement to the Commissioner of Education, pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3, after exhausting the school district's appeal process.
5. A parent may remove a student who is enrolled in a LIEP pursuant to N.J.S.A. 18A:35-22.1.
 - a. A student who is identified as a ML and whose parent refuses placement in a LIEP shall still access and meet the academic expectations of the NJSLS. Pursuant to N.J.A.C. 6A:8, N.J.A.C. 6A:15-1.6, and E. above, the district shall ensure that students whose parents refuse placement are provided the appropriate instructional adaptations and appropriate assessment modifications and accommodations for Statewide assessments.



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6. The district shall monitor, for a minimum of two years, the academic progress of students who are exited from a LIEP to ensure that the students are continually meeting or exceeding the NJSLs when the curriculum and instruction are delivered in English.
7. Newly exited students who are not academically progressing in classes where English is the primary language of instruction may be considered for reentry to a LIEP as follows:
 - a. After a minimum of one-half an academic year and within two years of exit, the teaching staff member delivering instruction in English may recommend retesting with the approval of the Principal.
 - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to classes where English is the primary language of instruction.
 - c. The recommendation for retesting shall be based on the teaching staff member's documented observation of a student's academic performance and data-based determination that the student is experiencing difficulties due to problems in using the English language to communicate effectively with peers and adults; understand directions given by the teaching staff member; and/or comprehend basic verbal and written materials.
 - d. The student shall be tested using a different form of the English language proficiency assessment than the one used to exit the student from the LIEP.
 - e. If the student scores below the Department-determined cut score on the English language proficiency assessment, the student shall be reenrolled into a LIEP.



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I. Graduation Requirements for Multilingual Learners – N.J.A.C. 6A:15-1.10

All MLs shall satisfy requirements for high school graduation pursuant to N.J.A.C. 6A:8-5.1(a).

J. Location – N.J.A.C. 6A:15-1.11

1. All Kindergarten through twelfth-grade LIEPs shall be conducted within classrooms within the school district pursuant to N.J.S.A. 18A:35-20, except under the following circumstances:

- a. A LIEP is conducted in another school district as part of a joint program, pursuant to N.J.A.C. 6A:15-1.13 and L. below; or
- b. A ML's individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, occurs outside of the school district's classrooms.

K. Notification – N.J.A.C. 6A:15-1.12

1. The district shall notify, by written communication, the parent of a ML of the fact that their child has been identified as eligible for placement in a LIEP.

- a. The district shall issue the notification within thirty calendar days of the start of the school year.
- b. For a student who enrolls after the beginning of the school year, the district shall issue the notification within fourteen calendar days of the student being placed in a LIEP.

2. The notice shall be in writing and in the language in which the parent possesses a primary speaking ability, and in English, and shall include the following information:

- a. Why the student was identified as a ML;



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- b. Why the school district determined the student needs to be placed in a LIEP that will help the student develop and attain English proficiency and meet the NJSLS;
 - c. The student's level of English language proficiency, how the level of English language proficiency was assessed, and the student's performance in academic content areas;
 - d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a primary language, if applicable;
 - e. How the program will meet the student's specific needs in attaining English language proficiency and meeting or exceeding the NJSLS;
 - f. The program's exit requirements, the expected amount of time that the ML will need to successfully achieve in classrooms where the language of instruction is English, and, in the case of high school students, the expected rate of graduation;
 - g. How the LIEP will meet the objectives of the individualized education program of a student with a disability; and
 - h. A statement that the parent may decline the child's enrollment in a LIEP, and that the parent shall be given an opportunity to do so or to select a different type of LIEP service available at the child's school.
3. The district shall send progress reports to the parents of students enrolled in a LIEP in the same manner and frequency as progress reports are sent to the parent of other students enrolled in the school district.
4. Progress reports shall be written in English and in the primary language spoken by the parent of students enrolled in the LIEP.



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5. The district shall notify the parent when the student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.

L. Joint Programs – N.J.A.C. 6A:15-1.13

1. With approval of the Executive County Superintendent on a case-by-case basis, the Board of Education may join with another district Board to provide:
 - a. A LIEP; and
 - b. An individualized learning opportunity, pursuant to N.J.A.C. 6A:8-5.1(a)2, to a ML who chooses to utilize it to meet the 120-credit graduation requirement, in whole or in part.

M. Parental and Family Engagement – N.J.A.C. 6A:15-1.14

1. The Superintendent or designee shall provide for the maximum practicable engagement of the parent of MLs in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the LIEP.
 - a. This duty includes ensuring all information regarding a ML's educational experience is available in the language in which the parent possesses a primary speaking ability, and in English. This information includes, but it not limited to: district- and school-level policies; invitational letters regarding school or district programs; information regarding student discipline policies and procedures; registration and enrollment; report cards; requests for parent permission for student participation in district or school activities; parent-teacher conferences; parent handbooks; and gifted and talented programs.
2. With the exception of a Board implementing an English language services or ESL program, each Board implementing a LIEP shall establish a parent advisory committee on bilingual education of which the majority membership shall be the parents of MLs.



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N. Waiver Process Provided by Statute – N.J.A.C. 6A:15-1.15

1. A school district that has twenty or more students eligible for the bilingual education program in Kindergarten through twelfth-grade may request annual approval from the Department to waive the requirement at N.J.A.C. 6A:15-1.4(d) and C.4. above and, instead, to establish an instructional program alternative if the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students.
 - a. Instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time program; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.
 - b. All instructional program alternatives shall be designed to assist MLs to develop English language proficiency while learning the knowledge and skills for academic content areas to meet or exceed the NJSLS.
 - c. Instructional program alternatives shall be developed in consultation with the Department based on student enrollment and achievement data.
 - d. A Board of Education implementing instructional program alternatives annually shall submit to the Department student enrollment and achievement data that demonstrate the continued need for the programs.
 - e. Instructional program alternatives shall be approved annually by the Department based on the Department's review of student enrollment and achievement data.

Issued:



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[See **POLICY ALERT** Nos. 190, 194, 197, and 232]

2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. In order to ensure safety, it is imperative that student-athletes participating in a program of athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete to return to a program of athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

This Policy and Regulation 2431.4 are consistent with the requirements of N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and the recommendations developed by the Center for Disease Control and Prevention (CDC).

For the purpose this Policy and Regulation 2431.4, “program of athletic competition” shall include any competition or practice in high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

For the purpose of this Policy and Regulation 2431.4, “student-athlete” shall mean any student enrolled in a public or nonpublic school in New Jersey who is a participant in a program of athletic competition organized by the school district.

The staff member supervising the program of athletic competition shall take steps to prevent concussions and head injuries; ensure student-athletes have appropriate supervision and safety equipment; and ensure student-athletes avoid unsafe conditions.



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School staff members supervising programs of athletic competition; licensed athletic trainers; nurses; and school/team physicians shall be trained on the possible signs or symptoms of a concussion. Any possible signs or symptoms of a concussion shall be reported by the student-athlete or an observer to the staff member supervising the program of athletic competition; athletic trainer; school/team physician; school nurse; and/or parent.

The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2.

Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program or athletic competition. A student-athlete who was removed from a program of athletic competition shall not participate in further programs of athletic competition until the student-athlete is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions; receives written medical clearance from a physician trained in the evaluation and management of concussions to return to a program of athletic competition; and progresses through the steps outlined in the CDC's Six-Step Return to Play Progression. The student-athlete's written medical clearance shall be reviewed and approved by the school physician.

School personnel shall contact the parent of a student-athlete to inform them of a suspected sports-related concussion or head injury as soon as possible after the incident. School personnel shall provide the parent with a checklist or copy of the return to play protocols outlined in this Policy and Regulation 2431.4.

The student-athlete may not begin the CDC's Six-Step Return to Play Progression until the student-athlete receives a medical examination, provides the required written medical clearance, and the medical clearance is approved by the school physician.

Some symptoms may require immediate medical treatment. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms; loss of consciousness; direct neck pain associated with the injury; or any other symptom that may require immediate medical treatment.



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The district will provide temporary supports to a student-athlete that has sustained a concussion or other head injury.

The Commissioner of Education and Commissioner of Health educational fact sheet that provides information concerning the use and misuse of opioid drugs in the event a student-athlete is prescribed an opioid for a sports-related injury shall be provided to the parents of student-athletes. The district shall obtain a signed acknowledgement of receipt by the student-athlete and their parent in accordance with the provisions of N.J.S.A. 18A:40-41.10.

The Board shall review this Policy and Regulation 2431.4 annually and update as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries pursuant to N.J.S.A. 18A:40-41.3.

The district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy of an amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and Regulation 2431.4.

Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a "youth sports team organization" means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

New Jersey Department of Education Model Policy and Guidance for Districts
on the Prevention and Treatment of Sports-Related Head Injuries and
Concussions – August 2023

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.2a;
18A:40-41.3; 18A:40-41.3a; 18A:40-41.4;
18A:40-41.5

Adopted:



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Concussions and Head Injuries

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[See **POLICY ALERT** Nos. 194, 197, 226, and 232]

R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq., the New Jersey Department of Education Model Policy and Guidance for Districts on the Prevention and Treatment of Sports-Related Head Injuries and Concussions, and Policy 2431.4.

A. Prevention

- I. The following steps may be taken to prevent concussions and head injuries and ensure the safety of student-athletes:
 - a. Limit the number of stunts during cheerleading practice.
 - (1) When stunting is performed, spotters shall be used and the surface shall be soft and in good condition; and
 - (2) Safe stunting techniques shall be taught and student-athletes shall not be permitted to attempt new or difficult stunts without proper instruction and a coach on hand.
 - b. Ensure student-athletes have appropriate supervision during practices and a designated safe practice facility in good condition for the activity.
 - c. Ensure the use of appropriate fitted and maintained safety equipment.
 - d. Ensure student-athletes avoid unsafe actions such as:
 - (1) Hitting another student-athlete in the head;
 - (2) Using their head to contact another student-athlete;



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- (3) Making illegal contacts; and
- (4) Trying to injure or put another student-athlete at risk for injury.
- e. Limit the amount of contact during practices. This may include:
 - (1) Limiting the amount of practice time that includes scrimmages or full-speed drills.
- f. Teach student-athletes proper techniques and ways to avoid hits to the head.
- g. Keep a close eye on student-athletes in positions that are at increased risk for concussion to help spot a potential concussion.

B. Possible Signs or Symptoms of Concussion

- 1. Some mild traumatic brain injuries and concussion symptoms may appear right away, while others may not appear for hours or days after the injury. These symptoms may be observed by coaches, licensed athletic trainers, school/team physicians, school nurses, teachers, parents, or a teammate. Below are a few examples of possible signs and symptoms of a concussion:
 - a. The student-athlete grabs or holds head after a play or hit - "Hands to Head";
 - b. The student-athlete appears to be "shaking it off";
 - c. The student-athlete appears dazed or "foggy";
 - d. The student-athlete forgets plays or demonstrates short term memory difficulty;
 - e. The student-athlete cannot recall injury or events just before or just after the injury;



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- f. The student-athlete answers questions slowly or inaccurately;
 - g. The student-athlete has a headache;
 - h. The student-athlete is nauseous or is vomiting;
 - i. The student-athlete is experiencing balance problems or dizziness;
 - j. The student-athlete is experiencing double vision or changes in vision;
 - k. The student-athlete is experiencing sensitivity to light or sound/noise;
 - l. The student-athlete is feeling sluggish or foggy;
 - m. The student-athlete is having difficulty with concentration and short-term memory;
 - n. The student-athlete is experiencing sleep disturbance; and
 - o. The student-athlete is experiencing irritability and/or mood changes.
2. Any possible signs or symptoms of a concussion shall be reported by the student-athlete participating in a program of athletic competition to the coach(es), athletic trainer, school or team physician, school nurse, and/or parent.

C. Treatment

- 1. Pursuant to N.J.S.A. 18A:40-41.4, a student-athlete who participates in a program of athletic competition and who sustains or is suspected of having sustained a concussion or other head injury while engaged in a program of athletic competition shall be immediately removed from the program of athletic competition by the staff member supervising the program of athletic competition.



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2. The staff member supervising the student-athlete during the program of athletic competition shall immediately contact the school physician, athletic trainer, or school nurse to examine the student-athlete.
3. Emergency medical responders (911) shall be called if the student-athlete is experiencing a deterioration of symptoms, loss of consciousness, or direct neck pain associated with the injury pursuant to D. below.
4. A student-athlete who is removed from a program of athletic competition shall not participate in further programs of athletic competition until:
 - a. The student-athlete is evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to the program of athletic competition; and
 - (1) The student-athlete's written medical clearance from a physician must indicate a medical examination has determined:
 - (a) The student-athlete's injury was not a concussion or other head injury, the student-athlete is asymptomatic at rest, and the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or
 - (b) The student-athlete's injury was a concussion or other head injury and the student-athlete's physician will monitor the student-athlete to determine when the student-athlete is asymptomatic at rest and when the student-athlete may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.



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- (2) The student-athlete's written medical clearance shall be reviewed and approved by the school physician.
- (3) A student-athlete who has suffered a concussion or other head injury may not begin the CDC's Six-Step Return to Play Progression as outlined in E. below until the student-athlete receives a medical examination and provides the required written medical clearance to the Principal or designee.
- (4) A written medical clearance not in compliance with the provisions of C.4.a. above will not be accepted.
- b. A student-athlete who has suffered a concussion or other head injury returns to regular school activities without the need for additional support and is no longer experiencing symptoms of the injury when conducting those activities.
 - (1) If school is in session, a student-athlete who has suffered a concussion or other head injury must return to regular school activities without symptoms or need for additional support before returning to a program of athletic competition as part of the CDC's Six-Step Return to Play Progression.
 - (2) If school is not in session, a student-athlete who has suffered a concussion or other head injury must return to their normal daily activities without symptoms as part of the CDC's Six-Step Return to Play Progression.
- D. Symptoms Requiring Immediate Medical Assessment (911/Emergency Evaluation)
 - 1. The following symptoms requiring immediate medical assessment include, but are not limited to:
 - a. The student-athlete loses consciousness;



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- b. The student-athlete has a headache that gets worse and does not go away;
 - c. The student-athlete is experiencing weakness, numbness, decreased coordination, convulsions, or seizure;
 - d. The student-athlete is experiencing repeated vomiting and/or intractable retching;
 - e. The student-athlete is slurring speech or exhibiting unusual behavior (disoriented);
 - f. The student-athlete has one pupil (the black part in the middle of the eye) larger than the other; and
 - g. The student-athlete cannot recognize people or places and/or gets confused, restless, or agitated.
- E. CDC's Six-Step Return to Play Progression for Students Who Have Suffered a Concussion or Other Head Injury
- 1. The return of a student-athlete to a program of athletic competition shall be in accordance with the CDC's Six-Step Return to Play Progression recommendations and any subsequent changes or other updates to those recommendations as developed by the CDC. Recovery is individual.
 - a. As applicable, the student-athlete's treating healthcare provider may guide the student-athlete through the return to play protocol while experiencing mild symptoms as part of the treatment.
 - b. In addition, the student-athlete's treating healthcare provider may adjust the treatment plan prior to Step Six, full return to competition.
 - c. Clearance from a student-athlete's physician trained in the evaluation and management of concussions is required before returning to full competition.



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2. Six-Step Return to Play Progression

a. Step 1: Back to Regular Activities

The student-athlete is back to their regular activities (such as school).

b. Step 2: Light Aerobic Activity

The student-athlete shall begin with light aerobic exercise only to increase a student-athlete's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weightlifting at this point.

c. Step 3: Moderate Activity

The student-athlete shall continue with activities to increase a student-athlete's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, or moderate-intensity weightlifting (less time and/or less weight from their typical routine).

d. Step 4: Heavy, Non-Contact Activity

The student-athlete shall add heavy, non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, or non-contact sport-specific drills (in three planes of movement).

e. Step 5: Practice & Full Contact

The student-athlete may return to practice and full contact (if appropriate for the sport) in controlled practice.

f. Step 6: Competition

The student-athlete may return to competition.



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3. It is important for a student-athlete's parent(s), coach(es), and teachers to watch for concussion symptoms after each day's Six-Step Return to Play Progression activity.
4. A student-athlete should only move to the next step if they do not exhibit any new symptoms at the current step.
5. If a student-athlete's symptoms return or if they develop new symptoms, this could be a sign the student-athlete is overexerting. The student-athlete shall stop these activities and the student-athlete's medical provider shall be contacted. After more rest and no concussion symptoms, the student-athlete can start at the previous step.

F. Temporary Supports for Student-Athletes with Sports-Related Head Injuries or Concussions

1. Initial rest followed by a gradual return to activity during healing is recommended. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, texting, even watching movies if a student-athlete is sensitive to light/sound, can slow a student-athlete's recovery. Managing the symptoms through a balance of rest and activity is the key to recovery.
 - a. The district will provide support for student-athletes diagnosed with a concussion.
 - b. The student-athlete's health care provider will handle short-term medical accommodations.
3. Collaboration between the student-athlete's health care provider and the school may be necessary. If accommodations are needed for an extended time, the district may want to consider implementing accommodations via a formalized 504 plan.



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4. The Principal or designee may address the student-athlete's cognitive needs in the following ways:
 - a. Limit the student-athlete's screen time;
 - b. Have the student-athlete take rest breaks as needed;
 - c. Have the student-athlete spend fewer hours at school;
 - d. Provide the student-athlete more time to take tests or complete assignments. (All courses should be considered);
 - e. Provide the student-athlete help with schoolwork;
 - f. Reduce the student-athlete's time spent on the computer, reading, and writing;
 - g. Provide or grant the student-athlete early passing time to avoid crowded hallways; and/or
 - h. Allow the student-athlete extra time to complete tests or coursework.
5. These supports and/or short-term medical accommodations may be addressed in an individualized healthcare plan for a student-athlete who has suffered a concussion or other head injury.
6. Concussions affect several aspects of brain function, including cognition, balance and coordination, visual tracking and processing, behavior, and others. The symptoms experienced, difficulties faced, and timeline for recovery will vary for each individual.
7. A brief period of relative rest followed by a gradual return to lighter activities is generally considered the best "medicine" for healing concussions or other head injuries. This may include relative rest from both physical and cognitive activities. Each injury, and therefore each treatment plan, is different. School personnel, in collaboration with the student-athlete, parents, and the student-athlete's health care provider, are in the best position to create flexible, temporary supports to meet the needs of each student-athlete.



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G. Education

1. The CDC offers tips for health professionals and educators on their website. Interscholastic Head Injury Training Programs are available via the CDC website or the National Federation of State High School Associations.
2. This training shall be completed by the school/team physician, licensed athletic trainer, school nurses, coaches, and other relevant school personnel.

H. Other Considerations

1. Educational information for student-athletes on the prevention of concussions shall be reviewed.
2. The importance of early identification and treatment of concussions to improve recovery shall be reinforced.
3. School personnel shall contact the student-athlete's parent and inform them of the suspected sports-related concussion or head injury before allowing the student-athlete to go home after a program of athletic competition.
4. School personnel shall provide the parent of the student-athlete with a checklist or copy of the return to play protocols including the requirement of written clearance from a physician trained in the evaluation and management of concussions before the student-athlete is able to return to a program of athletic competition.

I. Interscholastic Head Injury Training Program

1. The district will adopt an Interscholastic Head Injury Training Program to be completed by the school/team physician, licensed athletic trainer, coaches, and other appropriate district personnel pursuant to N.J.S.A. 18A:40-41.2. The training program shall include:



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Prevention and Treatment of Sports-Related
Concussions and Head Injuries

- a. The recognition of the signs of head and neck injuries, concussions, and second impact syndrome; and
 - (1) Pursuant to N.J.S.A. 18A:40-41.1.d., if a student-athlete sustains a second concussion while still having symptoms of a previous concussion, it can lead to the severe impairment and even the death of the student-athlete, and is referred to as second-impact syndrome.
- b. The CDC's Six-Step Return to Play Progression or any subsequent changes or other updates developed by the CDC.

J. "Return to Play Progressions" vs. "Therapeutic Progressions"

- 1. In many cases, after the initial rest period, concussed individuals may be encouraged to resume limited activities, including light physical and cognitive activities, even in the presence of some continued symptoms. This may be referred to as "therapeutic progressions," and while some of the activities may overlap with the CDC's Six-Step Return to Play Progression, it is different in the goals and intent from "return to play."
 - a. "Return to play" progressions are intended to test the concussed individual's readiness to perform the activity correctly, and to do so with no symptoms.
 - b. "Therapeutic" progressions are intended to help the individual recover and to help them improve their performance and tolerance to those activities. This may take several days, or longer, at any given step.
 - c. "Therapeutic progressions" should be recommended and supervised by a health care provider familiar with the evaluation and management of concussions, and monitored by a team including the student-athlete, parents, health care provider, and school personnel. Adjustments to the program should be in response to the student-athlete's



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overall symptom load and progress. It should be remembered that student-athletes may progress at different rates for various aspects of their injury, such as tolerating light to moderate aerobic activity before tolerating being in the classroom, or tolerating schoolwork done at home before tolerating the classroom and school environment. Of note, progressions in one aspect of the treatment plan can have a positive effect on other areas as the brain is returning to a more typical overall level of function. A successful treatment plan is one that can adapt appropriately for each student-athlete.

K. Educating the Community on the District Sports-Related Concussions and Head Injuries Policy

1. The Board shall review Policy 2431.4 and this Regulation annually, and update as necessary to ensure Policy 2431.4 and this Regulation reflect the most current information available on the prevention, risk, and treatment of sports-related concussions and head injuries.
2. The district may provide regular education and training for staff including administrators, teachers, paraprofessionals, and school counselors regarding concussions and other head injuries as head injuries can happen at any time during the school day or outside of school.
3. The district is in a unique position to promote healthy behaviors. The district can embed education related to the prevention and treatment of concussions and head injuries through the New Jersey Student Learning Standards Comprehensive Health and Physical Education Standard 2.3 – Safety. In addition, N.J.S.A. 18A:6-2 requires education in accident and fire prevention and N.J.S.A. 18A:35-5 requires education in injury or illness emergencies.

Adopted:



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Code of Ethics

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[See POLICY ALERT No. 232]

3211 CODE OF ETHICS

The Board of Education endorses the code of ethics for professional educators published by the National Education Association (**NEA**).

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues;; of students;; of parent(s) ~~or legal guardian(s);;~~ and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I -- Commitment to the Student

The educator strives to help each student realize **their** ~~his/her~~ potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.



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2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not, on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation~~, unfairly:—
 - a. Exclude any student from participation in any program;
 - b. Deny benefits to any student; **or**
 - c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.

Principle II – – Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.



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In fulfillment of the obligation to the profession, the educator:—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent **their** ~~his/her~~ professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted:



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Sportsmanship
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[See POLICY ALERT No. 232]

5570 SPORTSMANSHIP

The Board of Education requires that all individuals involved in or attending the athletic and intramural programs sponsored by the Board exhibit sportsmanship when representing the school at any athletic event. Sportsmanship is defined as abiding by the rules of the contest as defined or accepted by the participating teams ~~and the gracious acceptance of victory or defeat~~. In exhibiting sportsmanship all participants shall:

1. **Respect** ~~Understand~~ and follow the rules of the contest;
2. Recognize skilled performance of others regardless of affiliation;
3. Display respect for all individuals participating in the athletic event;
4. Treat opponents in an empathetic manner; and
5. Congratulate opponents in victory or defeat.

Unsportsmanlike conduct ~~Failure to exhibit good sportsmanship~~ shall include, but not be limited to, the following ~~conduct~~:

1. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who strikes or physically abuses an official, coach, player, or spectator;
2. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who intentionally incites participants or spectators to **violent or** abusive action;
3. Any person (**athletic department, staff member, student athlete, or a fan or spectator associated with the school district**) who uses obscene gestures or **profane or** unduly provocative language or action towards officials, coaches, opponents, or spectators;



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Sportsmanship

4. ~~Any school or athletic staff member who is publicly critical of a game official or opposing coaches and/or players;~~
45. Any person (athletic department, staff member, student athlete, or a fan or spectator associated with the school district) who engages in **harassing verbal or physical** conduct which exhibits bias based on **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability; and~~
5. **Any school or athletic staff member who is publicly critical of a game official, opponents, and/or opposing coaches/players;**
6. ~~Schools or school organizations engaging in pre-event activities of an intimidating nature, e.g. use of fog machines, blaring sirens, unusual sound effects or lighting, or similar activities.~~

Optional

67. Other conduct judged by the **Principal or designee** to be unsportsmanlike in character; and ~~+~~

Optional

78. Any violation of the rules of the New Jersey State Interscholastic Athletic Association.†

Schools are not permitted to conduct pre-meet/game activities of an intimidating nature, e.g., the use of fog machines, the blaring of sirens or loud music/unusual sound effects, strobe/unusual lighting effects, or similar type activities.

Failure to exhibit good sportsmanship may **subject the individual to disciplinary action as deemed appropriate by the Board** ~~result in the Board denying the opportunity for any individual to participate in the athletic program or attend athletic events.~~

**NJSIAA General Information Constitution By-laws Rules and Regulations
2023-2024 Guidelines
N.J.A.C. 6A:7-1.1; 6A:7-1.3**

Adopted:



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Equitable ~~Equal~~ Educational Opportunity

Feb 24

M

[See POLICY ALERT Nos. 209 and 232]

5750 EQUITABLE ~~EQUAL~~ EDUCATIONAL OPPORTUNITY

The Board of Education **will ensure** ~~directs that~~ all students enrolled in the schools of this district shall be afforded **an equitable** ~~equal~~ educational **opportunity** ~~opportunities~~ in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.~~ The Board shall assure that all students are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will ~~eliminate discrimination,~~ promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:~~

1. School climate/learning environment;
2. Courses of study, including **p**Physical **e**Education;
3. Instructional materials and strategies;
4. Library materials;
5. Software and audio-visual materials;
6. Guidance and counseling;
7. Extra-curricular programs and activities; **and**
8. Testing and other assessments.



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Equitable ~~Equal~~ Educational Opportunity

~~The school district's curricula will include Multi-cultural Education content and practices, instruction on African American History in the teaching of U.S. History and instruction on the Holocaust and other acts of genocide.~~

Affirmative action shall be taken to ensure that students are protected from the effects of discrimination, in accordance with Policy 2260. Students who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation 5750 to report and/or appeal any harassment or discriminatory practice.

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self esteem that this Board wishes to encourage in all students. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability~~ shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

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

42 U.S.C.A. 12101

N.J.S.A. 10:5-1 **et seq.**

N.J.S.A. 18A:4A-1 et seq.; 18A:6-5 et seq.; 18A:36-20

~~N.J.S.A.~~

N.J.A.C. 6A:7-1.1 ~~et seq.~~; **6A:7-1.3**; 6A:14-1.2

Adopted:



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Secret Societies
Feb 24

[See POLICY ALERT No. 232]

5841 SECRET SOCIETIES

The Board of Education ~~prohibits certain~~ affirms the legislative prohibition of student organizations ~~declared harmful as defined in N.J.S.A. 18A:42-5 and 18A:42-6 with closed membership practices as hostile to the democratic ideals of public education.~~

No **student** social organization ~~of students~~ will be granted the use of school facilities or permitted the use of the name of the school or this school district unless that organization has first been approved by the **Principal or designee** _____. The application for such approval will set forth the purposes, constitution, and bylaws of the organization; its membership qualifications; and the process by which a person becomes a member.

No **student** organization will be approved if its purposes conflict with the authority and goals of this Board or the best interests of the students of this district; if membership is drawn from outside the currently enrolled student body; if membership qualifications are based on considerations of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, disability or political beliefs,~~ or any other consideration not appropriate to the purpose of the organization; or if any qualifying student who applies may be denied membership.

Nothing in this Policy shall prevent or otherwise deny participation in constitutionally protected prayer consistent with protections of the First Amendment of the United States Constitution.

A student who seeks to form or is a member of a fraternity, sorority, or other secret organization formed in whole or in part of students enrolled in this district may be disciplined by this Board. The Board reserves the right to require that any student attest as to **their** ~~his/her~~ membership in a secret organization.

N.J.S.A. 18A:42-5; 18A:42-6
N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted:



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Equal Access of Student Organizations

Feb 24

[See POLICY ALERT No. 232]

5842 EQUAL ACCESS OF STUDENT ORGANIZATIONS

The Board of Education will permit the use of school facilities by student-initiated organizations for non-curricular student activities. A student-initiated organization, regardless of the size of the group, will not be denied an opportunity to meet and use school facilities on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** or the religious, political, philosophical, or other content of the speech at their meeting.

An application for permission to meet on school premises shall be made to the **Principal or designee** _____, who shall grant permission provided it is that he/she determined that:

1. The activity has been initiated by students;
2. Attendance at the meeting is voluntary;
3. ~~No agent or employee of the district will promote, lead, or participate in the meeting;~~
34. The meeting is for a lawful purpose;
45. The meeting does not materially and substantially interfere with the orderly conduct of instructional activities in the school;
56. Nonschool persons do not direct, conduct, control, or regularly attend the activity; and
67. The activity is adequately supervised by appropriately certified school district staff.

A student-initiated group granted permission to meet on school premises shall be subject to the same rules and regulations that govern the meetings of student organizations sponsored by this Board, except as provided by this Policy.



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Equal Access of Student Organizations

Participation in a student-initiated meeting must be available to all students who wish to attend and cannot be denied on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~a student's race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability~~. The Board will not permit the organization of a fraternity, sorority, or secret society **in accordance with N.J.S.A. 18A:42-5 and 18A:42-6**. ~~A student-initiated meeting may be attended by no more than _____ outside resource person(s).~~

Access to school facilities by student organizations will be provided within the governing principles of the First Amendment of the Constitution of the United States.

School district staff involvement in student organizations shall be in accordance with the governing principles of the First Amendment of the Constitution of the United States.

An appropriately certified staff member shall be assigned to attend a student-initiated meeting in a custodial capacity and shall not participate in the activity while serving in this custodial capacity. No teaching staff member shall be **required** ~~compelled~~ to attend a student-initiated meeting if the content of the speech at the meeting is contrary to **their** ~~his/her~~ beliefs.

The ~~Building~~ Principal **or designee** may take such actions as may be necessary to maintain order and discipline on school premises and to protect the safety and well-being of students and staff members.

20 U.S.C.A. 1701 et seq.

United State Department of Education – Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools

N.J.A.C. 6A:7-1.1; 6A:7-1.3

Adopted:



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Vandalism
Feb 24

[See POLICY ALERT No. 232]

7610 VANDALISM

The Board of Education believes ~~that~~ all school district property should be respected and all persons who use or have access to school district property should respect such property and take pride in the institutions of this community and the schools of this district.

Any person who purposely or knowingly damages school district property or damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2 or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property shall be reported to the appropriate law enforcement agency. **Pursuant to N.J.S.A. 18A:37-3, the parent(s) of any minor who shall injure any public or nonpublic school property shall be liable for damages for the amount of injury to be collected by the Board or the owner of the premises in any Court of competent jurisdiction, together with costs of suit** ~~Where the damage to district property is more than minimal or has been caused by a student or a minor not a student of this district, the Board will hold liable for the amount of the damage the parent(s) or legal guardian(s) having legal custody and control of the minor responsible for the damage.~~

A person convicted of an offense of **criminal mischief** that involves an act of graffiti **may, in addition to any other penalty imposed by the Court, will be required to pay reimburse the school district monetary restitution in the amount of the pecuniary damage caused by the act of graffiti the cost of damages and may be required to perform community service, which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. the law. If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property** ~~In addition, the courts may suspend or postpone driving privileges of any person, at least thirteen and under eighteen years of age, if convicted of an act of graffiti.~~



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Vandalism

A person who purposely defaces or damages district property with any symbol that exposes persons to violence, contempt, or hatred on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability~~ **is may have committed guilty of a crime and shall be reported to the appropriate law enforcement agency in accordance with Policy and Regulation 8465, N.J.A.C. 6A:16-6.3, and the Memorandum of Agreement with Local Law Enforcement.**

The Board may also report to the appropriate law enforcement agencies any person whose vandalism of school property is serious or chronic.

~~The Superintendent shall develop regulations to implement this policy and to protect textbooks, school equipment, and school facilities from undue wear, damage, or loss.~~

N.J.S.A. 2C:33-10 ~~et seq.~~
N.J.S.A. 18A:34-2; 18A:37-3
N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:16-6.3

Adopted:



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[See POLICY ALERT No. 232]

R 7610 VANDALISM

A. Definitions

1. “Vandalism” means the willful and malicious acts of any person that result in the destruction, defacement, or damage of any property, real or personal, belonging to or entrusted to the Board of **Education**. Vandalism includes arson and ~~acts an act~~ of graffiti.
2. “Arson” means the willful and malicious burning or setting on fire of any building or part of any building owned or operated by the Board, by any person.
3. “Act of graffiti” means the drawing, painting, or making of any mark or inscription on school district real or personal property without the permission of the school district.

B. Reporting Vandalism

1. Any school employee who has reason to believe ~~that~~ an act of vandalism has occurred shall immediately report that belief or suspicion to the Principal of the affected building or, if the vandalism occurs at a facility other than a school, the supervisor in charge of the facility.
2. The Principal or supervisor shall promptly institute an investigation of the report by taking these steps as appropriate to the extent and seriousness of the vandalism:
 - a. Requesting the reporting employee to file a report of the evidence giving rise to **their** ~~his/her~~ belief or suspicion that vandalism has occurred;
 - b. Visiting the site of the vandalism and examining its extent, taking photographs as necessary;
 - c. Determining and recording the names of witnesses, if any;



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- d. Interviewing witnesses and requesting their written reports of events;
 - e. Assessing the costs of repair and replacement of any parts of the building, furnishings, and/or equipment; and
 - f. Questioning the ~~person or~~ person(s), if any, identified as having caused the vandalism.
3. The Principal will complete and file with the Superintendent a detailed vandalism and property damage report.
4. The Principal will notify **law enforcement** ~~the police when appropriate and in accordance with applicable laws. if the vandalism involves:~~
- a. ~~Significant damage, or~~
 - b. ~~Arson, or~~
 - c. ~~Theft or burglary, or~~
 - d. ~~The use of any symbol that exposes persons to violence, contempt, or hatred on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability, or~~
 - e. ~~An act of graffiti.~~

C. Penalties and Restitution

- 1. A student who vandalizes school property is subject to discipline, which may include suspension or expulsion, in accordance with **Board Policy, Board Regulation, and law** ~~Policy Nos. 5600, 5610, and 5620.~~
- 2. A student who vandalizes school property will be held liable for any damages caused by the act of vandalism.



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3. The parent(s) ~~or legal guardian(s)~~ of any minor who **shall injure any injures/vandalizes public or nonpublic** school property; ~~whether or not the minor is enrolled in this district~~, shall be liable for damages ~~for to~~ the amount of the injury **to be collected by the Board or the owner of the premises in any Court of competent jurisdiction**, together with costs of suit **in accordance with** ~~if the Board must resort to legal process to obtain payment of damages.~~ N.J.S.A. 18A:37-3.
- a. The **Principal or designee** _____ shall obtain a professional estimate of the cost of repairs and/or replacements necessitated by the vandalism.
- b. The **Principal or designee** _____ shall present the student's parent(s) ~~or legal guardian(s)~~ with an itemized bill based on the estimated costs.
- c. If, within **thirty** _____ calendar days, the student's parent(s) ~~or legal guardian(s)~~ has not paid the bill or made arrangements with the **Principal or designee** _____ for the payment of the bill in periodic installments, the Superintendent shall inform the Board and **may** recommend ~~that~~ the Board Attorney commence civil action for the amount due together with costs.
- d. No diploma, transcript, transfer card, or report card will be issued to the student until all obligations to the Board have been met.
4. ~~The Principal will recommend to the Superintendent and the Superintendent will recommend to the Board, a student whose vandalism of school property is so serious or chronic as to warrant reporting the student to the police.~~
45. Any person who purposely defaces or damages school property with any symbol that exposes persons to violence, contempt, or hatred on the basis of **any of the protected categories listed at N.J.A.C. 6A:7-1.1(a)** ~~race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or~~



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~~sex, social or economic status, or disability is~~ **may have committed** ~~guilty of a crime and shall be reported to the appropriate law enforcement agency in accordance with~~ **Policy and Regulation 8465; N.J.A.C. 6A:16-6.3; and the Memorandum of Agreement with Local Law Enforcement.**

56. Any person who purposely or knowingly damages school district property recklessly or negligently in the employment of fire, explosives, or another dangerous means listed in accordance with N.J.S.A. 2C:17-2, or purposely or recklessly tampers with the tangible property of the school district so as to endanger school district property, will be reported to the appropriate law enforcement agency.
67. A person convicted of an offense of **criminal mischief** that involves an act of graffiti **may, in addition to any other penalty imposed by the Court,** will be required to **pay** ~~reimburse~~ the school district **monetary restitution in the amount of the pecuniary damage caused by the act of graffiti** ~~the cost of damages and may be required~~ to perform community service, which may include removing the graffiti from the property, in accordance with N.J.S.A. 2C:17-3.c. ~~the law.~~ **If community service is ordered by the Court, it shall be for either not less than twenty days or not less than the number of days necessary to remove the graffiti from the property. In addition, the courts may suspend or postpone driving privileges of any person, at least thirteen and under eighteen years of age, if convicted of an act of graffiti.**

Issued:



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Notification of Juvenile Offender Case Disposition

Feb 24

[See POLICY ALERT No. 232]

9323 NOTIFICATION OF JUVENILE OFFENDER CASE DISPOSITION

~~School~~ Principals have a need to receive and have access to juvenile justice proceedings involving juveniles who are registered students in the school building. The ~~school~~ Principal **or designee** shall have access to information relating to juvenile justice proceedings in accordance with N.J.S.A. 2A:4A-60.

The ~~school~~ Principal **or designee, on a confidential basis**, may request from law enforcement agencies at the time of charge, adjudication, or disposition, information as to the identity of a juvenile student charged, **the offense charged**, the adjudication, and the disposition. The ~~school~~ Principal **or designee** may inform school staff members of this information if the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. This information will not become part of the juvenile student's permanent school record and shall not be maintained except as authorized by regulation of the **New Jersey** Department of Education (**NJDOE**).

A law enforcement or prosecuting agency shall, at the time of **a** charge, adjudication, or disposition, **send written notice to advise** the ~~school~~ Principal **or designee** of the school where the juvenile is enrolled, of the identity of the juvenile charged, the offense charged, the adjudication, and the disposition if:

1. The offense occurred on school property or a school bus, occurred at a school-sponsored function, or was committed against an employee or official of the school; ~~or~~
2. The juvenile was taken into custody as a result of information or evidence provided by school officials; or
3. **The An** offense, if committed by an adult, would constitute a crime, and the offense:
 - a. Resulted in death or serious bodily injury or involved an attempt or conspiracy to cause death or serious bodily injury; ~~or~~



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Notification of Juvenile Offender Case Disposition

- b. Involved the unlawful use or possession of a firearm or other weapon; ~~or~~
- c. Involved the unlawful manufacture, distribution, or possession with intent to distribute a controlled dangerous substance or controlled substance analog; ~~or~~
- d. Was committed by a juvenile who acted with a purpose to intimidate an individual or group of individuals because of race, color, ~~creed~~, religion, ~~national origin~~, ~~ancestry~~, age, ~~marital status~~, ~~affectational~~ ~~or~~ sexual orientation ~~or sex~~, ~~or ethnicity~~ ~~social or economic status~~, ~~or disability~~; or
- e. Would be a crime of the first, ~~or~~ second, ~~or~~ third degree.

Information provided to the Principal or designee pursuant to ~~in accordance with N.J.S.A. 2A:4A-60.d. the section above~~ shall be treated as confidential **but may be made available to such members of the staff and faculty of the school as** ~~The school Principal may inform school staff members of this information if~~ the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or **for** ~~to~~ planning programs relevant to **a** ~~the~~ juvenile's educational and social development. This information will not become part of the juvenile student's permanent school record and shall not be maintained except as authorized by regulation of the NJDOE ~~Department of Education~~.

Law enforcement or the prosecuting agency may provide the ~~school~~ Principal **or designee** with information identifying one or more **juvenile students** ~~juveniles~~ who are under investigation or ~~who~~ have been taken into custody for the commission of any act that would constitute an offense if committed by an adult when the law enforcement or prosecuting agency determines that the information may be useful to the Principal **or designee** in maintaining order, safety, or discipline in the school or in planning programs relevant to the juvenile's educational and social development. Information provided in accordance with N.J.S.A. 2A:4A-60.e. ~~the section above~~ shall be treated as confidential, but the ~~school~~ Principal **or designee** may inform school staff members of this information if the Principal **or designee** deems it appropriate for maintaining order, safety, or discipline in the school or for planning programs relevant to the juvenile's educational and social development. No information provided pursuant to N.J.S.A. 2A:4A-60 ~~in accordance with this paragraph~~ shall be maintained.



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Notification of Juvenile Offender Case Disposition

The Principal **or designee** who requests and/or receives information as specified in this ~~P~~policy shall notify the Superintendent or designee within twenty-four hours **of the request being made. In accordance with N.J.S.A. 53:1-20.6, the Principal or designee shall notify the Superintendent or designee of any applicable fees associated with the request.**

The school district shall comply with the ~~NJDOE Department of Education~~ rules and regulations concerning the creation, maintenance, and disclosure of student records regarding ~~school~~ Principal **or designee** notification of juvenile offender case disposition and this ~~P~~policy.

~~N.J.S.A. 2A:4A-60 P.L.1982, c.79~~

~~N.J.S.A.R.S. 53:1-15; 53:1-20.6~~

~~N.J.A.C. 6A:7-1.1; 6A:7-1.3~~

~~P.L.1985, c.69~~

Adopted:



2340 FIELD TRIPS

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

For purposes of this Policy, a field trip shall be defined as any journey by a group of students 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.

The Board of Education shall approve those field trips that are planned to keep students out of the district overnight or longer. The Superintendent shall approve all other field trips. **The Board of Education does not approve, support, or assume liability in any way for international trips.**

The Board may authorize field trips for which all or part of the costs are borne by the students' parents or legal guardians, except that no student in a special education class or student unable to pay the cost assessed shall be prohibited from attending a field trip. N.J.S.A. 18A:36-21.

Students on field trips remain under the supervision of the Board and are subject to its rules and regulations.

A student who violates rules or disregards the authority of supervisors on a field trip significantly endangers the safety of other students and may be summarily dismissed from the trip. The teaching staff member in charge will make arrangements for the dismissed student's transportation to home or school as appropriate. The cost of any such transportation will be borne by the parents or legal guardians of the student. The Board reserves the right to take further disciplinary measures in accordance with Board Policy.

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

1. All trips, and the arrangements for them, must have advance approval. This includes whether district buses will be used; whether these may be supplemented by private vehicles; the route to be followed; and parking arrangements if necessary.
2. Costs must be ascertained.



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FIELD TRIPS

3. Each child who goes on a field trip or excursion must have written parental permission.
4. Student safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary. The school nurse should attend each field trip.
5. All trips must be well planned, properly timed, and related to regular learning activities, or to district goals and objectives.
6. Each field trip should be evaluated by students, teachers, and the administration.

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

The Superintendent 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 students on trips not approved by the Board. No staff member may solicit students of this district for such trips within the facilities or on the school grounds of this district without Board permission.

Student Self-Administration of Medication

The Board shall permit self-administration of medication on field trips for asthma or other potentially life-threatening illness by students in grades Kindergarten through twelve. All conditions established by law and Board policy shall be met.

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

N.J.S.A. 18A:36-21 et seq.; 18A:53-2

Adopted: 19 January 2021



MOUNTAIN LAKES HIGH SCHOOL ATHLETIC TRAINING RULES

2431.9 MOUNTAIN LAKES HIGH SCHOOL ATHLETIC TRAINING RULES

A member of a Mountain Lakes High School athletic team is expected to maintain the highest ideals of personal integrity and team loyalty. The following Athletic Training Rules shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as applicable, in accordance with N.J.A.C. 6A:16-7.2, 7.3 or 7.4.

The use and/or possession of drugs or alcohol by any team member is prohibited, as is the use and/or possession of any vaping paraphernalia and/or tobacco product (including spit tobacco). To maximize the commitment to that goal, each student-athlete must adhere to the following rules:

For possession and/or use of drugs, tobacco, or alcohol on school property or while involved in a school activity, the Principal or his/her designee, Athletic Director, and Head Coach will take the following action:

1. Conduct a prompt, thorough, and complete investigation of the alleged incident. The Principal or his/her designee and the Athletic Director will maintain a record of each investigation regarding allegations of Training Rule Violations.
2. The Principal or his/her designee, Athletic Director, and Head Coach will be responsible for determining whether an alleged act constitutes a punishable violation of this Policy.
3. In determining the appropriate response to students who commit a punishable violation of this Policy, the following factors shall be considered:
 - a. The levels of harm;
 - b. The surrounding circumstances;
 - c. The nature of the behaviors;
 - d. Past incidents or past or continuing patterns of behavior.
4. Any student-athlete who commits a punishable violation may be removed from the team for a period of time determined by the Principal or his/her designee, Athletic Director, and Head Coach in consideration of the factors set forth above. Also, if a punishable violation of the above-mentioned rules occurs, the student-athlete will be referred to the Student Assistance Counselor (SAC) and a drug/alcohol evaluation may be required.
5. Upon the first offense, the student-athlete will receive a three-week suspension. The student-athlete will attend, but not participate in, practice during



MOUNTAIN LAKES HIGH SCHOOL ATHLETIC TRAINING RULES

the first two weeks of this suspension. During this time, the student-athlete will be evaluated by the athletic trainer, interviewed by the Athletic Director and Head Coach, and assessed by the Student Assistant Counselor (SAC). The purpose of these evaluations is to ensure the emotional fitness of the student-athlete and help them see the importance of training rules for the individual and the team. The student-athlete will remain with the team during practices, contests, and team functions and will behave in a way that is supportive of the team concept. The student-athlete's behavior and subsequent adherence to training rules will be a positive first step toward full participation in team activities.

- a. Any conduct detrimental to the team during the three-week suspension may result in the removal from practice and/or games during the suspension period. During the third week of the suspension, the student-athlete will be permitted to practice with the team if the Head Coach, Athletic Director, and Athletic Trainer deem it safe to do so;
 - b. If the student-athlete does not wish to serve the three-week suspension, he or she may instead choose voluntary withdrawal from the team.
6. The student-athlete must serve the entire three-week suspension before returning to competition; the suspension will carry over to the following sports season, if necessary. The suspended student-athlete may serve two weeks of the winter season and one week of the spring season. If the student-athlete plays only one sport, the suspension continues for the following year.
7. If the student-athlete self-reports a violation, the Principal or his/her designee, Athletic Director, and Head Coach have the discretion to reduce the suspension to a minimum of two weeks.
8. If a second infraction occurs in the same season, the Principal or his/her designee, Athletic Director, and Head Coach will double the three-week suspension to six weeks. Carry-over rules remain in effect for the entire six weeks.
9. In addition, a student-athlete's second punishable violation during their high school career may result in the following:
 - a. For violations involving alcohol and/or drugs:
 - i. Mandated alcohol and/or drug assessment with an outside facility approved by the Student Assistance Counselor (SAC);



MOUNTAIN LAKES HIGH SCHOOL ATHLETIC TRAINING RULES

- ii. Completion of any recommended program resulting from assessment by an outside facility or concurrent active participation in such recommended program, including compliance with all program policies and recommendations;
 - iii. If applicable, participation in random drug testing, including the ETG 80-hour alcohol screen, for ninety days while school is in session, unless such testing is specifically contrary to the recommendation of the outside facility or therapist.
 - b. For violations involving vape and/or tobacco:
 - i. Mandatory three meetings with SAC and compliance with all recommendations resulting from such meetings;
 - ii. Except for recommendations that result in concurrent active participation or ongoing testing, the requirements stated above must be completed before participating in another sport.
10. Participation in Eligibility Meeting: The Principal, Athletic Director, SAC, and two members of the coaching staff will review the student-athlete's compliance with the requirements of this Policy and determine the student-athlete's eligibility for sports participation.
11. Any egregious offense committed by a student-athlete that involves the police (with the exception of motor vehicle violations) and possible criminal charges due to the nature of the offense may result in dismissal from the team for the remainder of that season.

These Athletic Training Rules shall apply to all athletes participating in a sport effective as of (a) the first day that practice for the sport is permitted by NJSIAA for all winter and spring sports; and (b) the first announced official day of mandatory practice, but not earlier than August 15, for all fall sports, notwithstanding the fact that any athlete may not attend practice on such day with or without the permission of the coach of such sport.

Notwithstanding any provision of this or any other Board Policy or Regulation to the contrary, no consequence shall be imposed upon a student for conduct occurring away from school grounds/events, unless the administrative personnel finds a violation of this Policy as set forth above, also determines that:

- 1. ~~The~~ The imposition of consequences, as set forth above, is reasonably necessary for the student's physical or emotional safety, security and well-



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being; or for reasons relating to the safety, security, and well-being of other students, staff or school grounds; and

24. The conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

The student and parent must sign a form acknowledging receipt of this Policy and the rules outlined in this Policy.

Adopted: 19 January 2021
Revised: 18 March 2024



MOUNTAIN LAKES PUBLIC SCHOOLS
2024-25 District Calendar

Month	Date	Week Day	Event	Note	Teacher Days	Student Days
July	July 4	Thursday	Independence Day	DC	0	0
August	26-27	Monday-Tuesday	Staff In-Service		4	2
	28	Wednesday	First Day for Students			
	30	Friday	Schools Closed	SC		
September	2	Monday	Labor Day	DC	20	20
	10	Tuesday	LD Back-to-School Night			
	12	Thursday	WW Back-to-School Night			
	19	Thursday	MLHS Back-to-School Night			
	26	Thursday	BC Back-to-School Night			
October	2	Wednesday	Early Dismissal (Staff Professional Dev.)		22	22
	3	Thursday	Rosh Hashanah	SC		
November	4-6	Monday-Wednesday	Early Dismissal for WW, LD, and BC (Parent-Teacher Conferences)		17	17
	7-8	Thursday-Friday	NJEA Convention	SC		
	27	Wednesday	Early Dismissal			
	28	Thursday	Thanksgiving Recess	DC		
	29	Friday	Thanksgiving Recess	SC		
December	20	Friday	Early Dismissal		15	15
	25	Wednesday	Christmas Day	DC		
	23-31	Monday-Friday; Monday-Tuesday	Winter Recess	SC		
January	1	Wednesday	New Year's Day	DC	21	20
	2	Thursday	Schools Reopen			
	20	Monday	Dr. Martin Luther King, Jr. Day	SC		
	27	Monday	Staff Professional Development (Full Day)	SC		
February	17-21	Monday-Friday	Mid-Winter Recess	SC	15	15
March	12	Wednesday	Early Dismissal (Staff Professional Dev.)		21	21
April	18	Friday	Good Friday	DC	16	16
	21-25	Monday-Friday	Spring Break	SC		
May	26	Monday	Memorial Day	DC	21	21
June	17	Tuesday	Wildwood "Next is Briarcliff" Ceremony		14	14
	18	Wednesday	Briarcliff Completion Ceremony (Early Dismissal)			
	19	Thursday	MLHS Graduation Last Day of School (Early Dismissal)			
					186	183

This calendar contains **three (3)** emergency closing days. Any additional emergency closing days will be made up during Spring Recess starting with Friday, April 25, then Thursday, April 24, etc.

Unused emergency closing days will be applied as follows:

1. Friday, May 23 (Friday before Memorial Day)
2. Thursday, May 22 (Thursday before Memorial Day)
3. Tuesday, May 27 (Tuesday following Memorial Day)

Please Note: The ML Board of Education authorizes the use of electronic surveillance systems in school buildings and on school grounds. Our goal is to enhance the safety and security for school district students, staff, community members, and other building occupants, as well as to monitor and protect the school district's buildings and grounds.

Samantha Dobbin

Dedicated and passionate Early Childhood Teacher of the Deaf with a love for educating today's youth. Highly adaptable professional with a commitment to all aspects of student learning and the promotion of growth in all areas.

EXPERIENCE

Neptune Township School District, Summerfield Elementary School — *Teacher of the Deaf*

February 2023 - PRESENT

Teach children within grades kindergarten through second with hearing disabilities, providing instruction to promote cognitive, academic, communication, language, behavioral, social and physical development. Responsibilities involved creating lesson plans, assisting in writing IEP goals and IEP/504 Plan accommodations, monitoring use of communication access technology/services, providing direct service 1:1 push-in/pull-out classroom services for students who are deaf and hard of hearing.

Neptune Township School District, Midtown Community Elementary School — *ESY Program Teacher of the Deaf*

July 2023 - August 2023

Teaching age/developmentally appropriate lessons in deaf classrooms ranging from preschool to eighth grade during their Extended School Year Program. Responsibilities included being flexible to work in varying classrooms/grades on a daily basis, supervising, and supporting children's academic and emotional development within the classroom.

Burlington Township School District, Burlington County, — *Itinerant Teacher of the Deaf*

September 2022 - February 2023

Serve the needs of students with hearing loss and provide expertise to school teams and work with students with hearing loss to provide appropriate educational services. Working with deaf and hard of hearing students ranging from preschool through 12th grade to provide them with additional educational support. Responsibilities involved assisting in writing IEP goals and IEP/504 Plan accommodations, monitoring use of communication access technology/services, providing direct service 1:1 push-in/pull-out classroom services, and consultation with school staff, per the IEP, to support educational attainment and successful communication for students who are deaf and hard of hearing.

SKILLS

Excellent Communication
Differentiated Instruction
Multitasking
Collaboration
Technology Savvy
Flexibility

CERTIFICATIONS

- 1) Teaching Preschool through Grade 3
- 2) Teaching Deaf or Hard of Hearing: Oral, Aural Communication
- 3) Teaching Deaf or Hard of Hearing: Sign Language Communication

LANGUAGES

English
American Sign Language

**Ewing Township School District, Marie Katzenbach School
for the Deaf, — ESY Program Teacher of the Deaf**

July 2022 - August 2022

Teaching age/developmentally appropriate lessons in a deaf preschool setting during their Extended School Year Program. Responsibilities included creating lesson plans, supervising, and supporting children's academic and emotional development and collaborating with co-teachers and paraprofessional staff within the classroom.

EDUCATION

The College of New Jersey | Ewing, NJ — Master of Arts in Teaching

August 2017 - May 2022

Major in the Education for the Deaf and Hard of Hearing with a specialization in Early Childhood Education.

The College of New Jersey, Ewing, NJ — Bachelor of Science in Psychology

August 2017 - May 2021

INTERNSHIP EXPERIENCE

Summerfield Elementary School — Neptune, NJ

October 2021 – December 2021

D/HH Third, Fourth & Fifth Grade Classroom | Subjects Taught: Math, ELA & Social-Emotional Learning

Summerfield Elementary School — Neptune, NJ

September 2021 – October 2021

D/HH Preschool Classroom | Subjects Taught: All Subjects

Chesterfield Elementary School — Chesterfield, NJ

January 2021 – May 2021

General Education Kindergarten Classroom | Subjects Taught: All Subjects

Clinical Experience

Sound Start Babies Program, Mountain Lakes, NJ

September 2014-Present

Speech-Language Pathologist

- Provide individual and group family-centered intervention in the areas of speech, language, and audition for children with hearing loss (ages birth to three) through the New Jersey Early Intervention System (NJEIS). Intervention is provided in a manner consistent with the family's communication preferences, using listening and spoken language or total communication (and bilingually in Spanish-English, as needed).
- Partner with audiology to ensure that children's hearing technology (including cochlear implants, hearing aids, and bone conduction hearing aids) is programmed to provide optimal auditory access to spoken language and is functioning daily as expected.
- Participate in Individualized Family Service Plan (IFSP) Meetings to partner with families and Service Coordinators to develop outcomes and to make service recommendations.
- Write detailed session notes following each visit and bi-annual progress summary reports.
- Serve as the lead evaluator for the Targeted Evaluation Team, partnering with a professional in a related discipline to complete Initial Evaluations for children with hearing loss referred to the NJEIS, using the Battelle Developmental Inventory (BDI-3). Write Initial Evaluation Reports and counsel families regarding findings.
- Participate as a member of a multidisciplinary team (of teachers of the deaf, motor therapists, speech-language pathologists, and an audiologist) to collaborate to best serve the needs of the children and families within the program.
- Served as a mentor for speech-language pathology clinicians in their American Speech-Language-Hearing Association (ASHA) Clinical Fellowship Year (CFY).

Lutheran Medical Center, Brooklyn, NY

January- May 2014

Graduate Student Intern

- Performed comprehensive reviews of client medical records using Electronic Medical Record (EMR) software
- Conducted bedside clinical dysphagia evaluations and follow-up assessments among clients with a variety of neurological and respiratory diagnoses, including clients with tracheostomy and ventilator dependency
- Advised multidisciplinary team (residents, nursing, clients, families) of dietary recommendations and educated clients and family members on clinical findings
- Carried out treatment sessions to provide dysphagia therapy
- Authored clinical reports to document diagnostic and therapeutic findings

Children's Evaluation and Rehabilitation Center Rose F. Kennedy Center, Bronx, NY

September-December 2013

Graduate Student Intern

- Provided individual and group, bilingual (Spanish) intervention in the domains of speech, language, pragmatics, literacy, and alternative/augmentative communication for clients (aged 2-24) with a variety of developmental disorders (Autism Spectrum Disorder, Cerebral Palsy, Intellectual Disability)
- Collaborated with additional graduate student interns to lead group treatment sessions
- Conducted comprehensive pediatric speech-language evaluations (1-3 per week) and developed detailed diagnostic reports analyzing findings
- Designed individualized treatment plans outlining clients' goals and session tasks and documented clients' progress by writing session outcome notes and performance reviews

NYU Speech-Language-Hearing Disorders Clinic, New York, NY

June-August 2013

Graduate Student Clinician

- Performed initial assessments and developed individualized treatment plans to provide speech-language services to pediatric and adult clients
- Mentored fellow graduate student clinician preparing to begin university clinic experience by facilitating student's participation in planning and leading session tasks and documenting client progress

NYU Audiology Clinic, New York, NY
Graduate Student Clinician

February-May 2013

- Collaborated with classmates to conduct audiological screenings for members of the NYU community by gathering client case history information, screening hearing using an audiometer, performing tympanometry examinations, and counseling clients regarding screening results

Education

New York University, New York, NY

May 2014

Master of Science in Communicative Sciences and Disorders

Cumulative GPA: 4.0, *Award of Academic Excellence*, highest academic rank in graduating class

Bucknell University, Lewisburg, PA

May 2011

Bachelor of Arts in English and Spanish, Summa Cum Laude

Certifications

- Listening and Spoken Language Specialist Certified Auditory Verbal Therapist
- American Speech-Language Hearing Association (ASHA)
- Speech-Language Specialist Standard Certificate
- CPR, AED, and First Aid Training

Skills

- Spanish (Intermediate conversation and literacy skills)
- Sign Language (Basic functional communication skills)

TANJA SLAVESKA**OBJECTIVE**

Self-motivated, academically accomplished Business Administration Graduate seeking challenging position to apply and expand knowledge in international business administration operations, processes and methodologies.

QUALIFICATIONS PROFILE

- Dynamic and outgoing with excellent oral and written communication skills.
- Extensive academic knowledge in all aspects of business administration, client relations, business operations and project management.
- Client, team and goal orientation enhanced by a sense of urgency; excellent organizational and follow-through skills with an emphasis on details.
- Consistent, well-organized and dependable performer with the flexibility to adapt to constantly shifting priorities and projects.
- Attack all projects with positive and proactive attitude; adept at staying on task and on time despite tight deadlines.
- Excellent interpersonal attributes, able to interact with colleagues and clients at all levels.
- Gifted communicator, fluent in English, Macedonian, Serbian, Croatian, Bosnian and Bulgarian.

PROFESSIONAL EXPERIENCE

5/04 to 09/06 (Full time), Law Office, NJ

Law Office Administrator/Manager

- Preparation and coordination of client's retainer for attorney review.
- Management and replenishing office inventory as needed.
- Preparation of legal business contracts on behalf of the clients for attorney review and approval.

1/07 to 03/08 (Full time), Citibank, NJ

Cross work between Financial Sales Consultant & Service Officer

- Proficient in the execution of banking processes and various account transactions.
- Inform customers of bank products and handle busy phone.
- Consistent input of recommendations.
- Orient, train, supervise, and delegate tasks for new hires.

12/08 to 09/09 (Full time), PNC Bank, NJ

Financial Sales Consultant

- Develop and maintain the customer database.
- Generate and qualify new leads.
- Develop client referrals.
- Prepare sales action plans and schedules.
- Develop promotional materials.
- Develops and make presentations of company products and services to current and potential clients.

03/2019 until NOW (Full time), CWCBOE, NJ

ABA Paraprofessional

- Assists the student throughout the school environment as necessary.
- Checks notebooks and supervises testing and make up work as assigned by the teacher.
- Helps the student with his/her belongings as needed.
- Assists with lunch, snack and cleanup routines.

EDUCATION

Montclair State University, Montclair, NJ

Bachelor of Science Degree in Business Administration, August 2005

COMPUTER SKILLS

Microsoft Windows and Office (Word, Excel, Access, PowerPoint, FrontPage and Publisher)

MOUNTAIN LAKES SCHOOL DISTRICT ORGANIZATIONAL CHART

