

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6010

Policy

☐ **Monitored**
☐ **Mandated**
☒ **Other Reasons**

GOALS AND OBJECTIVES

The Quinton Township Board of Education accepts the responsibility for coordinating the available resources of home, school and community in a mutual effort to guide every student's growth towards becoming a self-respecting individual who can effectively function politically, economically and socially in a democratic society. In addition, the board believes that by providing diverse and relevant educational choices supported by research-based practices in the use of technology, students will be prepared for successful participation in higher education programs and/or the careers of the 21st century.

The board is dedicated to ensuring that all students in the district are provided with the necessary skills and competencies for achievement of the New Jersey Student Learning Standards.

A. All children should start school ready to learn:

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

B. Students shall leave grades three through eight having demonstrated competency in challenging subject matter including English language arts; mathematics; science; social studies; visual and performing arts; comprehensive health and physical education; world languages; technology; and 21st Century Life and Career Standards:

1. The district shall implement the state-approved New Jersey Student Learning Standards and appropriate assessments to support student achievement and to evaluate school, district and individual student performance;
2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor teaching staff members progress toward achievement of the required 20 hours of continuing education annually to ensure that they are obtaining and maintaining the skills to help all students achieve the New Jersey Student Learning Standards.

C. Students shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy:

1. Students shall be given the opportunity to improve self-direction and self-sufficiency in the areas of critical thinking, problem solving, reasoning, analysis, interpretation, and synthesizing information;
2. Students shall become responsible digital citizens of the global internet community with ethical, safe and responsible habits, actions, and consumption patterns;
3. All students shall demonstrate competency in the skills identified in the 21st Century Life and Careers Standards;
4. All students shall demonstrate respect for racial, cultural, ethnic and religious diversity.

D. All students shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world:

1. The district shall revise its curriculum offerings in science and mathematics according to state standards;
2. The district shall provide staff training in the teaching of mathematics and science at grades K-8 to increase teachers' understanding of and ability to teach these subjects.

GOALS AND OBJECTIVES (continued)

- E. The board of education shall maintain an academic environment that is free from harassment and provide equal and bias free access for all students to all school facilities, courses, programs activities and services, regardless of race, creed, color, national origin, ancestry, age marital status, affectional or sexual orientation, gender identity or expression, religion, disability, nationality or socioeconomic status. The district shall:
1. Provide schools and facilities that are barrier free;
 2. Provide effective programs that support a safe and respectful school climate and culture and provide effective prevention of and intervention for incidents of harassment, intimidation and bullying;
 3. Ensure that the requirements for the completion of courses are nondiscriminatory;
 4. Ensure that courses are not offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, pregnancy, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;
 5. Ensure that minority, female, and male students are not underrepresented in all classes and programs, including gifted and talented, accelerated, and advanced classes.
- F. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning:
1. The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all students;
 2. The district shall provide programs and staffing to deal with students at risk;
 3. The school and community shall expand their cooperative efforts to create drug and violence-free environments;
 4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

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

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

Adopted: November 12, 1985
Revised: May 8, 1990, August 6, 1991, January 12, 1995,
February 22, 2007, March 27, 2008, June 26, 2008
NJSBA Review/Update: September 2022
Readopted:

Key Words

GOALS AND OBJECTIVES (continued)**Instructional Goals and Objectives, Goals and Objectives in Instruction**

<u>Legal References:</u>	<u>N.J.S.A. 18A:7A-10</u>	NJQSAC for evaluating school performance
	<u>N.J.S.A. 18A:7C-2</u>	Boards of education; establishment of standards
	<u>N.J.S.A. 18A:7F-43</u>	<u>Comprehensive Education Improvement and Financing Act</u>
	<u>N.J.S.A. 18A:33-1</u>	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A. 18A:35-1 et seq.</u>	Curriculum and Courses
	<u>N.J.A.C. 6A:8-1.1 et seq.</u>	Standards and Assessment
	<u>See particularly:</u>	
	<u>N.J.A.C. 6A:8-1.2</u>	
	through -1.3, -2.1, -3.1, -4.4	
	<u>N.J.A.C. 6A:9C-2.1 et seq.</u>	Professional development for teaching staff member and school leader
	<u>N.J.A.C. 6A:23A-1.1 et seq.</u>	Fiscal accountability, efficiency and budgeting procedures
	<u>See particularly:</u>	
	<u>N.J.A.C. 6A:23A-22.1 et seq.</u>	
	<u>N.J.A.C. 6A:26-1.1 et seq.</u>	Educational Facilities
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
	<u>Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.</u>	

Possible

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

GOALS AND OBJECTIVES (continued)

*6171.2	Gifted and talented
*6171.4	Special education
*6300	Evaluation of the instructional program

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6111

Policy

☐ **Monitored**
☐ **Mandated**
☒ **Other Reasons**

SCHOOL CALENDAR

The Quinton Township Board of Education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the district.

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

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

The superintendent shall prepare the school calendar for board consideration in consultation with teacher and administrator association representatives and the Executive County Superintendent. The board reserves the right to alter the school calendar when feasible and advisable in the best interests of the children of the district.

The board shall adopt annually a list of religious holidays that shall consist as a minimum of those holidays designated by the commissioner of education. Student absences shall be excused for observance of board approved religious holidays (see policy 5113 Attendance, Absences and Excuses).

Adopted: April 25, 1996
Revised: January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

School Calendar

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

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

Possible

Cross References: *2210 Administrative leeway in absence of board policy
*5113 Absences and excuses
*5127 Commencement activities
*6112 School day
*6114 Emergencies and disaster preparedness

SCHOOL CALENDAR (continued)

- *6146 Graduation requirements
- *6171.4 Special education

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6112

☐ **Monitored**

☐ **Mandated**

☒ **Other Reasons**

Policy

SCHOOL DAY

The length of the school day and the length of periods of instruction at various levels shall be recommended by the superintendent and set by the Quinton Township Board of Education, and shall be in keeping with requirements of the State Board of Education.

The particular opening and closing hours for levels and/or school shall also be subject to board approval. These opening and closing times shall be as uniform as possible at comparable levels throughout the district. The length of the school day shall be at least as long for students with disabilities as for nondisabled students.

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

School administrators shall not dismiss school for any part of the school day without the approval of the superintendent.

Adopted: December 10, 1985

Revised: January 22, 2009

NJSBA Review/Update: June 2022

Readopted:

Key Words

School Day, Length of School Day

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

Possible

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

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6114

Policy

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

EMERGENCIES AND DISASTER PREPAREDNESS

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

Plans and procedures shall include these elements:

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

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

School Safety and Security Plan

The board directs the superintendent and his or her designees to develop and implement comprehensive plans, procedures, and mechanisms that provide for safety and security in the schools. Written plans and procedures and mechanisms shall, at a minimum, provide for:

- A. The protection of the health, safety, security and welfare of the school population;
- B. The prevention of, intervention in, response to and recovery from emergency and crisis situations;
- C. The establishment and maintenance of a climate of civility; and
- D. Support services for staff, students and their families.

The superintendent shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and other community resources, as appropriate, in the development of the district's plans, procedures, and mechanisms for school safety and security.

The plans, procedures, and mechanisms shall be consistent with the format and content established by the Domestic Security Preparedness Task Force and the Commissioner. The plans, procedures, and mechanisms shall be reviewed annually and updated as appropriate.

The superintendent shall disseminate a copy of the school safety and security plan to its employees. In

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

addition:

- A. New employees shall receive a copy of the school safety and security plan, as appropriate, within 60 days of the effective date of their employment;
- B. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan;
- C. All employees shall attend an in-service training program designed to allow all district board of education employees to recognize and appropriately respond to safety and security concerns, including emergencies and crises, in a manner consistent with the district board of education's plans, procedures and mechanisms for school safety and security.

Fire Drills and School Security Drills

Fire drills shall be held at least once each month for all students. The first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of classes. Emergency evacuation drills shall be conducted at different hours of the day or evening, during the changing of classes, when the school is at assembly, during the recess or gymnastic periods, or during other times to avoid distinction between drills and actual fires. Outdoor assembly areas shall be designated and shall be located a safe distance from the building being evacuated as to avoid interference with the fire department operations. The assembly areas shall be arranged to keep each class separate to provide accountability of all individuals.

Regular courses of instruction in accident prevention and fire prevention shall be given and shall be adapted to the understanding of the several grades and classes in the schools.

There shall also be at least one school security drill per month. This includes any summer months during which the school is open for instructional programs. A school security drill shall be conducted within the first 15 days of the beginning of the school year. A law enforcement officer shall be present at a minimum of one school security drill each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable.

A "school security drill" means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The building principal shall provide emergency responders with a friendly notification at least 48 hours prior to holding a security drill.

All full-time employees shall receive training on school safety and security that includes instruction on school security drills. New staff members shall receive this training within 60 days of the commencement of that staff member's employment. The annual training provided to employees shall be conducted collaboratively by the district and emergency responders, including law enforcement, fire, and emergency medical services personnel, in order to identify weaknesses in school safety and security policies and procedures and to increase the effectiveness of emergency responders.

Required Drills

- A. The district shall be required to conduct a minimum of two drills per year for each of the following drills:
 - 1. Active shooter;
 - 2. Evacuation (non-fire);
 - 3. Bomb threats;

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

4. Lockdowns.

Students are not required to participate in two of the eight mandated drills.

Reporting

By June 30th of each year the superintendent shall submit to the executive county superintendent an annual "Statement of Assurance" report on the forms provided by the Department of Education.

Emergency Closings; Delayed Openings

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

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

Adopted: December 10, 1985
 Revised: April 25, 1996, January 22, 2009, May 27, 2010
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 Readopted:

Key Words

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

Legal References: N.J.S.A. 18A:6-2 Instruction in accident and fire prevention
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:40-12 Closing schools during epidemic
N.J.S.A. 18A:41-1 et seq. Fire drills and fire protection
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)
N.J.S.A. App. A:9-64 et seq. New Jersey Domestic Security Preparedness Act
N.J.A.C. 6A:16-5.1 et seq. School Safety and Security
N.J.A.C. 6A:16-6.3 Reporting students or staff members to law enforcement agencies
N.J.A.C. 6A:26-12.2 Policies and procedures for school facility operation
N.J.A.C. 8:57-1.9 Reporting of diseases by health officers

A Uniform State Memorandum of Agreement between Education and Law Enforcement Officials

International Fire Code, New Jersey Edition, 2006; Section 408 Use and Occupancy-Related Requirements (see particularly: Section 408.3.1).

School Safety and Security Plans, Minimum Requirements

Possible

Cross References: *1410 Local units
 *2210 Administrative leeway in absence of board policy
 *3541.33 Transportation safety

EMERGENCIES AND DISASTER PREPAREDNESS (continued)

*4131/4131.1	Staff development; inservice education/visitations/conferences
*4231/4231.1	Staff development; inservice education/visitations/conferences
5141.6	Crisis intervention
*6111	School calendar
*6112	School day

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6115

☐ **Monitored**

☐ **Mandated**

☒ **Other Reasons**

Policy

CEREMONIES AND OBSERVANCES

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

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

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

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

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

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

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

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

Adopted: December 10, 1985
Revised: April 25, 1996, January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

Ceremonies and Observances, Holidays, Patriotic Exercises

CEREMONIES AND OBSERVANCES (continued)

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:36-3	Display of and salute to flag; pledge of allegiance
	<u>N.J.S.A.</u> 18A:36-4	Period of silence (unconstitutional)
	<u>N.J.S.A.</u> 18A:36-6	Observance of Flag Day
	<u>N.J.S.A.</u> 18A:36-7 through -9	Designation of Arbor Day ...
	<u>N.J.S.A.</u> 18A:36-10 through -12	Designation of Commodore Barry Day ...
	<u>N.J.S.A.</u> 18A:36-13	Patriotic exercises preceding holidays

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

Every Student Succeeds Act of 2015, P. L. 114-95, 20 U.S.C.A. 6301 et seq.

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

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

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

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

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

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

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

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

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

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

Possible

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

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

NONDISCRIMINATION/AFFIRMATIVE ACTION

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

Reporting to the superintendent, the affirmative action team shall monitor the following areas for compliance with State Department of Education regulations and make suggestions and/or recommendations when necessary.

A. Access

The district provides equal and bias-free access to all school facilities, courses, programs, activities, and services by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Implementing a reasonable plan for achieving the greatest degree of racial balance that is feasible and consistent with sound educational values and procedures. The goal of the plan shall be to attain within each school, minority representation that approximates the school district's overall minority representation. Exact apportionment is not required;
3. Utilizing on an annual basis a State-approved English language proficiency measure for determining the special needs of English language learners and their progress in learning English;
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities;
5. Ensuring support services, including intervention and referral services and school health services are available to all students;
6. Ensuring a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies such exclusion is necessary. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty (see board policy 6173 Home instruction); and
7. Ensuring that pregnant students are not excluded from access to the educational programs, activities and services.

B. Curriculum

The district's curriculum and instruction shall be aligned to the New Jersey Student Learning Standards. The curriculum and instruction shall address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The district shall:

1. Ensure there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

- sexual orientation, gender, religion, disability, or socioeconomic status;
2. Ensure courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. Portions of classes that deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female students, provided the course content for such separately conducted sessions is the same;
 3. Reduce or prevent the underrepresentation of minority, female, and male students in all classes and programs, including gifted and talented, accelerated, and advanced classes;
 4. Ensure the school demonstrates the inclusion of a multicultural curriculum in its instructional content, materials, and methods, and ensuring students understand the basic tenets of multiculturalism;
 5. Ensure African-American history, as well as the history of other cultures, is infused into the curriculum and taught as part of U.S. history;
 6. Ensure instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate.

C. Counseling Services

Students shall have access to adequate and appropriate counseling services:

1. When informing students about possible careers or professional or vocational opportunities options presented shall not be restricted or limited on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;
2. Tests or guidance or counseling materials that are biased or stereotyped shall not be used.

D. Physical Education, Athletic Programs, Extracurricular Activities

The district's physical education and athletic programs shall be equitable and co-educational and shall not discriminate on the basis of protected class status including:

1. Separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be provided and shall be comparable;
2. Separate teams for the two sexes may be operated in one or more sports or single teams open competitively to members of both sexes, as long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency; and
3. The activities comprising the school athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

E. Staff training

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

Appeals

Grievances related to equity in school and classroom shall be submitted to the affirmative action officer. Any individual may petition the Commissioner in writing to resolve a dispute arising related to equity in school and classroom.

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

Adopted: January 22, 2009
 Revised: May 22, 2014
 NJSBA Review/Update: June 2022
 Readopted:

Key Words

Affirmative Action, Nondiscrimination, Curriculum, Instructional Materials, Textbooks

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:4A-1 et seq. New Jersey Commission on Holocaust Education
N.J.S.A. 18A:18A-17 Facilities for handicapped persons
N.J.S.A. 18A:35-1 Course in history of the United States in high school
N.J.S.A. 18A:36-20 Discrimination; prohibition
N.J.S.A. 18A:37-14.19 Harassment, Intimidation, Bullying
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
 See particularly:
N.J.A.C. 6A:7-1.1,-1.4,-1.7,-1.9
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

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

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

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

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

Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

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

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

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

Cross References: *2224 Nondiscrimination/affirmative action
 *4111.1/4211.1 Nondiscrimination/affirmative action
 *4131/4131.1 Staff development; inservice education/visitations/conferences
 *4231/4231.1 Staff development; inservice education/visitations/conferences
 *5131.1 Harassment, intimidation and bullying
 *5134 Married/pregnant students
 *5145.4 Equal educational opportunity
 *6140 Curriculum adoption
 *6141 Curriculum design/development

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

*6142.4	Physical education and health
*6145	Extracurricular activities
*6161.1	Guidelines for evaluation and selection of instructional materials
*6163.1	Media center/library
*6164.2	Guidance services
*6171.4	Special education

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6122

☐ Monitored

☐ Mandated

Policy

☒ Other Reasons

ARTICULATION

In order to optimize student achievement of the New Jersey Student Learning Standards, the Quinton Township Board of Education shall be responsible for the delivery of educational programs at the elementary level using a coherent sequence of activities to prepare all students for employment or postsecondary study upon their graduation.

The superintendent shall develop programs whereby teachers of the various levels of the district's schools cooperate to achieve smooth transitions from level to level; whereby students in the district's school receive instruction in the same subjects at the same levels as students in other districts who will be attending the same high schools; and whereby the transition for district students from our elementary school to the high school is accomplished without unnecessary difficulty for any student.

Further, the superintendent will make every effort to develop a similar relationship with nursery schools from which district kindergarten students come.

Adopted: December 10, 1985
Revised: April 25, 1996, January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

Articulation

Legal References: N.J.S.A. 18A:38-8.1 through -8.3 Additional member on board of education to represent board of education in each sending district
N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-3.3 Enrollment in college courses
N.J.A.C. 6A:13-3.2 Secondary education initiatives

Possible

Cross References: *1600 Relations between other entities and the district
*2131 Superintendent
*5118 Nonresidents
*6140 Curriculum adoption
*6141 Curriculum design/development
*6142 Subject fields
*6143 Curriculum guides
*6178 Early childhood education/preschool

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6140

☐ **Monitored**

☐ **Mandated**

☒ **Other Reasons**

Policy

CURRICULUM ADOPTION

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

- A. Adopt those courses of study mandated by the state in a form acceptable to the State Department of Education. Such courses must include the New Jersey Student Learning Standards adopted by the State Board of Education;
- B. Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the State Department of Education and within the financial means of the district;
- C. Adapt and revise existing courses of study to meet the changing needs of students and the community.

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

The board directs that the curriculum of this district:

- A. Be consistent with written goals, objectives and identified student needs;
- B. Develop individual talents and interests and serve diverse learning styles to motivate student achievement;
- C. Provide for continuous learning through effective articulation;
- D. Provide all students continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
- E. Provide all students guidance and counseling to assist in career and academic planning;
- F. Provide a continuum of educational programs and services for students with disabilities, pursuant to law and regulation;
- G. Provide bilingual programs for students whose dominant language is not English, pursuant to law and regulation;
- H. Provide all students equal educational opportunity, pursuant to law and regulation;
- I. Provide instruction in African-American History, including the Amistad, and the history of other cultures taught as part of the history of the United States (N.J.S.A. 18A:35-1);
- J. Provide instruction on the Holocaust and other genocide curricula at all grade levels (N.J.S.A. 18A:35-
- K. Provide instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students;

CURRICULUM ADOPTION (continued)

L. Incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 8. This instruction shall:

1. Highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
2. Examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
3. Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

M. Provide career awareness and vocational education, pursuant to law and regulation;

N. Provide educational opportunities for exceptionally gifted and talented students.

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

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

Adopted: January 22, 2009

NJSBA Review/Update: June 2022

Readopted:

Key Words

Curriculum Adoption, Adoption of Curriculum, Core Proficiencies, Curriculum

<u>Legal References:</u> <u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
<u>N.J.S.A.</u> 18A:29A-1 <u>et seq.</u>	Teacher recognition
<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
<u>N.J.S.A.</u> 18A:35-4.35	History of disabled and LGBT persons included in middle and high school curriculum
<u>N.J.S.A.</u> 18A:35-4.36	Policies, procedures pertaining to inclusive instructional materials
<u>N.J.S.A.</u> 18A:35-4.36a	Curriculum to include instruction on diversity and inclusion
<u>N.J.S.A.</u> 52:16A-88	Responsibilities and duties of the Amistad Commission
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-3.1, -5.1	
<u>N.J.A.C.</u> 6A:14-4.1	General requirements
<u>N.J.A.C.</u> 6A:15-1.1 <u>et seq.</u>	Bilingual education
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:15-1.3, -1.4, -1.5	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts

The Comprehensive Equity Plan, New Jersey State Department of Education

CURRICULUM ADOPTION (continued)

Possible

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

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

CURRICULUM DESIGN/DEVELOPMENT

The superintendent shall be responsible to the Quinton Township Board of Education for the development of curriculum to meet identified student needs. The board shall ensure that curriculum and instruction are content-rich and aligned to the most recent revision of the New Jersey Student Learning Standards (NJSLS). In addition, the board shall ensure that appropriate instructional adaptations are designed and delivered to English language learners, gifted and talented students and for students with disabilities. Instruction shall be designed to engage all students and modified based on student performance. The curriculum shall include:

- A. Interdisciplinary connections throughout;
- B. Integration of 21st century skills;
- C. A pacing guide;
- D. A list of instructional materials, including various levels of text at each grade;
- E. Benchmark assessments; and
- F. Modifications for special education students, for English language learners and for gifted students.

Professional development plans shall support the implementation of the curriculum. Professional development opportunities shall be offered that further the improvement of teachers' understanding of the content and pedagogy related to their teaching assignment. Professional development shall also promote individual and collaborative professional learning with adequate and consistent time for teachers to work together in and across content areas and grade levels to review student work, analyze classroom assessments and other achievement data, critique lesson plans, and solve instructional problems.

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

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

Criteria for Curriculum Approval

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

- A. Does it address an identified student need?
- B. Is it relevant to the board's philosophy and goals and does it offer real possibilities for progress toward these goals?
- C. Does it satisfy the requirements of the board's school and classroom practices prohibiting bias and stereotyping?

CURRICULUM DESIGN/DEVELOPMENT (continued)

- D. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
- E. Does it include measures for determining progress?
- F. Does it address the necessary study skills?
- G. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
- H. Has a curriculum guide been completed? If not, when can it be expected?
- I. Have the accompanying textbooks, electronic textbooks and other materials been recommended to the board?
- J. Have the costs and time of implementation been reviewed, including inservice training?

A 5-year plan for updating curriculum shall be developed and implemented. The superintendent shall report annually on all progress in curriculum development and the implementation of the 5-year curriculum plan at the time of the board's annual adoption of curriculum.

Adopted: December 10, 1985
 Revised: April 25, 1996, January 22, 2009
 NJSBA Review/Update: June 2022
 Readopted:

Key Words

Curriculum, Curriculum Design/Development

Legal References: N.J.S.A. 18A:34-1 Textbooks; selection; furnished free with supplies; appropriations
N.J.A.C. 6A:8-3.1 et seq. Implementation of the New Jersey Student Learning Standards
N.J.A.C. 6A:13-2.1 Standards based instruction
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

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

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

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

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6141.2

Policy

☐	Monitored
☐	Mandated
☒	Other Reasons

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

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

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

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

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

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

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

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

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

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

Adopted:	April 25, 1996
Revised:	January 22, 2009
NJSBA Review/Update:	June 2022
Readopted:	

Key Words

Religious Beliefs, Holiday, Religious Symbols

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

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS (continued)

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

Every Student Succeeds Act of 2015, Pub. L. 114-95 U.S.C.A. 6301 et seq.

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

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

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

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

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

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

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

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

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

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

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

Possible

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

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6142

☐	Monitored
☒	Mandated
☐	Other Reasons

Policy

SUBJECT FIELDS

The Quinton Township Board of Education directs that the district school(s) offer a comprehensive curriculum to provide for the intellectual, social and emotional growth of all students, pre-kindergarten through grade 8, giving them the basic body of skills, understandings, attitudes and knowledge needed for living in a democracy.

The board believes this program should focus first on those subjects included in the New Jersey Student Learning Standards and the skills emphasized by the 21st Century Life and Careers Standards, in addition to those courses mandated by statute.

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

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

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

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

Adopted:	December 10, 1985
Revised:	April 25, 1996, January 22, 2009
NJSBA Review/Update:	June 2022
Readopted:	

Key Words

Curriculum, Courses, Subject Fields

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:6-2	Instruction in accident and fire prevention
	<u>N.J.S.A.</u> 18A:6-3	Courses in constitution of United States
	<u>N.J.S.A.</u> 18A:7C-5	Board of education to provide policy on graduation to students and parents
	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
	<u>N.J.S.A.</u> 18A:35-4.6 through -4.8	<u>Parents Right to Conscience Act of 1979</u>
	<u>N.J.A.C.</u> 6A:8-3.1	Curriculum and instruction
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:9B-3.1 <u>et seq.</u>	State Board of Examiners and certification
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:9B-5, -6, -8, -9, -10, -11, -12, -14	
	<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program

SUBJECT FIELDS (continued)

N.J.A.C. 6A:14-4.1 General requirements
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

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

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

Possible

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

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6142.1

☐ Monitored
☐ Mandated
☒ Other Reasons

Policy

FAMILY LIFE EDUCATION

The Quinton Township Board of Education shall maintain a family life education curriculum that provides material suited to each grade level, presented in a manner intended to foster respect for the human body and an understanding of how human sexuality affects personal and family relationships in conformance with the New Jersey Student Learning Standards.

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

The superintendent shall ensure that the curriculum developed is articulated to that of the elementary school, so that the transition from elementary to secondary approaches to this material will be easy for all students.

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

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

The board of education alone, upon recommendation of the superintendent, shall determine the content, sequence and materials of family life education.

Adopted: December 10, 1985
Revised: August 6, 1991, April 25, 1996, January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

Family Life Education

Legal References: N.J.S.A. 18A:35-4.6
through -4.8 Parents Right to Conscience Act of 1979
N.J.S.A. 18A:35-4.19
through -4.22 AIDS Prevention Act of 1999
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:8-4.2 Documentation of student achievement

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

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

FAMILY LIFE EDUCATION (continued)

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

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

Policy

ENGLISH AS A SECOND LANGUAGE; BILINGUAL PROGRAMS

The Quinton Township Board of Education shall provide bilingual, English as a second language (ESL), English language services and/or bilingual programs of instruction for students who:

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

Definitions

"Bilingual education program" means a full-time program of instruction in all courses or subjects that a child is required by law or rule to receive, given in the native language of ELLs enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of ELLs enrolled in the program, and in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area that is the native land of the parents of ELLs enrolled in the program, and in the history and culture of the United States.

"English as a second language (ESL) program" means a daily developmental second-language program of at least one period of instruction based on student language proficiency that teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.

"English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with 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.

"English language services" means services designed to improve the English language skills of ELLs. The services, provided in school districts with less than 10 ELLs, are in addition to the regular school program and are designed to develop aural comprehension, speaking, reading, and writing skills in English.

Identification of Eligible English Language Learners

The board shall determine the native language of each English language learner at the time of the student's enrollment in the district and maintain a census indicating all identified students whose native language is other than English.

The board of education shall develop and the superintendent or his or her designee shall implement a screening process, initiated by a home-language survey, to determine which students whose native language is other than English in grades kindergarten to 8 must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.

The board shall ensure that the English proficiency of students who are not screened out by the home-language survey shall be determined by:

ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)

- A. Administering a Department-approved English language proficiency test;
- B. Assessing the level of reading in English;
- C. Reviewing the previous academic performance of students, including their performance on standardized tests in English; and
- D. Reviewing the input of teaching staff members responsible for the educational program for ELLs;
- E. Students who do not meet the Department standard on a Department-approved language proficiency test and who have at least one other indicator shall be considered ELLs.

The board, through the superintendent or his or her designee shall also implement age-appropriate methodologies to identify preschool ELLs to determine their individual language development needs.

Programs and Services

The goal of English as a second language and English language services programs are to assist students to achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English and incorporates the cultural aspects of the students' experiences in their ESL instruction. The goal of the bilingual program is to permit students to learn subject matter in their primary language while developing English language skills. The goal of all such programs shall be achievement of the New Jersey Student Learning Standards.

Students enrolled in bilingual, ESL, and English language services programs shall have full access to educational services available to other students in the district. To the extent that is administratively feasible, supportive services to ELLs, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs and their parents.

Parents/guardians of English language learners shall be notified by mail of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services education program. This notification shall be issued within 30 days of the child's identification and shall include the information that the parents may choose to decline to enroll their child into the bilingual program. The notice shall be in writing and in the language in which the parent/guardian possesses a primary speaking ability, and in English, and shall include the following information:

- A. Why the student was identified as an ELL;
- B. Why the student needs to be placed in a language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards;
- C. The student's level of English proficiency, how the level of English proficiency was assessed, and the student's academic level;
- D. The method of instruction the school 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 native language, if applicable;
- E. How the program will meet the student's specific needs in attaining English and meeting State standards;

ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)

- F. The program's exit requirements, and the expected rate of transition into a classroom not tailored for ELLs; and
- G. How the instructional program will meet the objectives of the individualized education program of a student with a disability.

Progress reports for students in in bilingual, ESL, or English language services programs shall be made to parents/guardians on the same schedule as the reports of all students enrolled in the district. Progress reports shall be in writing and in both English and their primary speaking language unless doing so places unreasonable burden on the board.

Exiting the Program

Students shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English-only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a Department-established standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum:

- A. Classroom performance;
- B. The student's reading level in English;
- C. The judgment of the teaching staff member or members responsible for the educational program of the student; and
- D. Performance on achievement tests in English.

When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the parent/guardian shall be notified by mail of the placement determination. The notice shall be in English and in the language in which the parents/guardian possesses a primary speaking ability. If the parent(s), guardian, or teaching staff member disagrees with the placement, he or she may appeal the placement to the Commissioner, after appealing the decision to the board.

Removal from the Program

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

Parent Involvement

The board is committed to providing the maximum practicable involvement of parents/guardians of ELLs in the development and review of program objectives and dissemination of information to and from the board and communities served by the bilingual, ESL, or English language services education programs. The board directs the superintendent or his or her designee to shall establish a parent advisory committee on bilingual education of which the majority membership shall be parent(s) of ELLs.

**ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS** (continued)

Inservice Training

The board shall ensure that the superintendent oversees the development of a plan for inservice training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall include instructional strategies and appropriate assessments to help ELLs meet the New Jersey Student Learning Standards and the World-class Instructional Design and Assessment (WIDA) English language development standards. All bilingual and ESL teachers shall receive training in the use of the ESL curriculum. The professional development plan of the school district shall include the needs of bilingual and ESL teachers, which shall be addressed through inservice training (see board policy 4131/4131.1 Staff Development, Inservice Education).

Implementation

The superintendent shall direct development of a plan for bilingual program, ESL program, or English language services that is in compliance with state guidelines. The plan shall be submitted every three years to the Department of Education for approval. The plan shall include information on the following:

- A. Identification of students;
- B. Program description;
- C. The number of certified staff hired for the program;
- D. Bilingual and ESL curriculum development;
- E. Evaluation design;
- F. Review process for exit; and
- G. A budget for the bilingual and ESL program or English language services.

The board may request a waiver of the requirement for a full-time bilingual or ESL program when there are 20 or more students eligible for the bilingual education program in grades kindergarten through 8, to establish annually an instructional program alternative. The request must be approved by the Department of Education, and the school district must be 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.

Adopted: April 25, 1996
 Revised: January 22, 2009
 NJSBA Review/Update: June 2022
 Readopted:

Key Words

English as a Second Language, Bilingual Programs, ESL

<u>Legal References:</u>	<u>N.J.S.A. 18A:35-15 et seq.</u> <u>N.J.A.C. 6A:5-1.1 et seq.</u> <u>N.J.A.C. 6A:8-1.3</u> <u>N.J.A.C. 6A:8-4.1</u>	Bilingual education programs Regulatory Equivalency and Waiver Definitions Statewide assessment system
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**ENGLISH AS A SECOND LANGUAGE;
BILINGUAL PROGRAMS (continued)**

<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
<u>N.J.A.C. 6A:9B-3.1 et seq.</u>	Professional Licensure and Standards
See particularly:	
<u>N.J.A.C. 6A:9B-11.5, -11.6</u>	
<u>N.J.A.C. 6A:15-1.1 et seq.</u>	Bilingual Education
See particularly:	
<u>N.J.A.C. 6A:15-1.4</u>	
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts

Every Student Succeeds Act, Pub. L. 114-95, Title 1 and Title 3, 20 U.S.C.A. 6301 et seq.

Possible

Cross References:

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

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

PHYSICAL EDUCATION AND HEALTH

The Quinton Township Board of Education directs that the district's curricular and extracurricular programs of physical education and activities comply with the district's affirmative action resolution and equity plan for school and classroom practices as stipulated in policies 2224, 5145.4, 6121 and 6145 in this manual. The board shall ensure that the comprehensive health and physical education curriculum addresses all elements required by the New Jersey Student Learning Standards.

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

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

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

The district physical education programs and instructional activities shall be equitable. All physical education programs shall be co-educational unless otherwise indicated by law. All high school offerings in physical education shall be examined for balance and equitable facilities and resources.

Suicide Prevention

Students at all grade levels shall receive instruction in suicide prevention as part of the district health and physical education curriculum and consistent with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

Dating Violence

For students in grades 7 and 8, physical education and health curriculum will include the topic of dating violence. "Dating violence" means a pattern of behavior where one person threatens to use, or actually uses physical, sexual, verbal, or emotional abuse to control a dating partner.

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

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

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

To be consistent with law (N.J.S.A. 18A:35-4.23a), the superintendent shall ensure that district procedures

PHYSICAL EDUCATION AND HEALTH (continued)

and curriculum shall include the following information:

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

Adopted: January 22, 2009, October 27, 2011
 Revised: August 25, 2011
 NJSBA Review/Update: June 2022
 Readopted:

Key Words

Nondiscrimination, Physical Education, Health, Affirmative Action

Legal References: N.J.S.A. 18A:6-111 et seq. Instruction in Suicide Prevention
See particularly:
N.J.S.A. 18A:6-113 Instruction in suicide prevention in public school curriculum
N.J.S.A. 18A:35-4.19
 through -4.22
N.J.S.A. 18A:35-4.23
N.J.S.A. 18A:35-4.23a
N.J.S.A. 18A:35-4.28
N.J.S.A. 18A:35-5
 through -9
N.J.S.A. 18A:37-33
 through -37
N.J.A.C. 6A:7-1.7
N.J.A.C. 6A:8-3.1
N.J.A.C. 6A:8-5.1
N.J.A.C. 6A:9B-5.16
N.J.A.C. 6A:9B-10.3
N.J.A.C. 6A:16-2.1 et seq.
See particularly:
N.J.A.C. 6A:16-2.2
N.J.A.C. 6A:32-9.1

AIDS Prevention Act of 1999
 Domestic violence, child abuse, instructions on those problems
 Dating violence into health education curriculum
 Instruction in CPR and use of AED for certain students
 Maintenance of physical training courses; features
 Dating violence policy and education
 Equality in school and classroom practices
 Curriculum and instruction
 Graduation requirements
 Athletics Personnel
 Health and physical education
 General Provisions for School Health Services
 Athletics Procedures

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

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

PHYSICAL EDUCATION AND HEALTH (continued)

<u>Cross References:</u>	*2224	Nondiscrimination/affirmative action
	*5145.4	Equal educational opportunity
	*6121	Nondiscrimination/affirmative action
	*6142	Subject fields
	*6145.1/6145.2	Intramural competition; interscholastic competition
	*6146	Graduation requirements

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

Regulation

PHYSICAL EDUCATION AND HEALTH: DATING VIOLENCE AT SCHOOL

The Quinton Township Board of Education believes that a safe and civil environment in school is necessary to learn. Acts or incidents of dating violence whether they are verbal, sexual, physical or emotional will not be tolerated and will be dealt with according to school student code of conduct.

Warning Signs of Dating Violence

A pattern of behaviors may be an important sign that a student is involved in an unhealthy or abusive dating relationship. Warning signs¹ may include but are not be limited to the following:

A. Name Calling and Put Downs

Does one student in the relationship use name-calling or putdowns to belittle or intimidate the other student?

B. Extreme Jealousy

Does one student in the relationship appear jealous when the other talks with peers?

C. Making Excuses

Does one student in the relationship make excuses for the other?

D. Cancelling or Changing Plans

Does one student cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?

E. Monitoring

Does one student call, text, or check up on the other student constantly. Does one student demand to know the other's whereabouts or plans?

F. Uncontrolled Anger

Have you seen one of the students in the relationship lose his or her temper or throw and break things in anger?

G. Isolation

Has one student in the relationship given up spending time with family and friends? Has the student stopped participating in activities that were once very important?

H. Dramatic Changes

Has the student in the relationship appearance changed? Lost or gained weight? Does the student seem depressed?

¹ Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

PHYSICAL EDUCATION: DATING VIOLENCE (regulation continued)

I. Injuries

Does the student in the relationship have unexplained injuries? Does the student give explanations that seem untrue?

J. Quick Progression

Did the student's relationship get serious very quickly?

Statistics

- A. Victims of alleged aggressors of teen dating violence are more likely to bring a weapon to school;
- B. Victims of teen dating violence have lower academic achievement and grades of D and F;
- C. 5% of girls reported missing at least one day of school a month due to safety concerns;
- D. 43% of teen dating violence victims report that the dating violence experience occurred in a school building or on school grounds;
- E. 83% of the acts or incidents of dating violence that occurred at school was physical abuse.

Procedures for Reporting Incidents of Dating Violence

All acts or incidents of dating violence shall be reported immediately to a school staff member (administration, guidance counselor, teacher, student assistance counselor, school nurse, instructional staff, support staff). All school staff members should take all reasonable measures to prevent acts or incidents of teen dating violence. This will then be reported verbally to the vice principal by the end of the student's school day. A written report regarding the act or incidents of dating violence should be submitted to the vice principal by the reporting staff member no later than one day after the act of incident occurs. Staff is required to report all acts or incidents of dating violence which can include but are not limited to:

- A. Witnessed or reliable information concerning acts or incidents that are characterized by physical, emotional, verbal or sexual abuse;
- B. Digital or electronic acts or incidents of dating violence;
- C. Patterns of behavior which are threatening or controlling.

Dating Violence Procedures

A. Protocol for staff members:

Any school staff member who witnesses or learns of an act or incident of dating violence is required to take the following steps:

1. Separate the victim from the aggressor;
2. Speak with the victim and the aggressor separately;
3. Speak with witnesses or bystanders separately;
4. Inform the principal, or his or her designee of the act or incident;
5. Prepare a written report of the incident for principal, or his or her designee;
6. Monitor the interactions of the victim and the aggressor. Student safety should be the priority.

B. Protocol for administrators:

PHYSICAL EDUCATION: DATING VIOLENCE (regulation continued)

Any school administrator who witnesses or learns of an act of dating violence is required to take the following steps:

1. Separate the victim from the aggressor;
2. Meet separately with the victim and the aggressor;
3. Take written statements from the victim and alleged aggressor;
4. Review the victim's and aggressor's written statements to ascertain an understanding of the act or incident. Questions may be asked of either individual for clarification;
5. Further investigate the incident by speaking with bystanders/witnesses of the act or incident. All statements should be documented;
6. The school administrator should make the determination to involve the school resource officer or police department;
7. After an assessment by a school social worker, counselor or psychologist a determination is made that the victim or aggressor's mental health has been placed at risk appropriate referrals should be made;
8. Contact should be made with the parents/guardians of both the victim and the aggressor. A recommendation of a meeting should be made to discuss the act or incident with the principal, or his or her designee;
9. Schools must notify both parties in writing of the outcome of the investigation into the act or incident of dating violence.

C. Protocol for working with the victim of an act or incident of dating violence:

Administrators shall consider the following methods for dealing with victims of dating violence:

1. Student safety should be the first priority. Interaction between the victim and the alleged aggressor should be avoided. The burden of any schedule changes (classroom, bus etc.) should be taken on by the alleged aggressor;
2. Schedule a conference with the victim and their parents/guardians;
3. Identify any means or actions that should be taken to increase the victim's safety and ability to learn in a safe and civil school environment;
4. Alert the victim and their parents/guardians of school and community based resources that may be appropriate, including their right to file charges, if the act or incident violated the law;
5. Monitor the victim's safety as needed. Assist the victim with any plans needed for the school day and after school hours (e.g. hallway safety, coordination with parents/guardians for transportation to and from school). An individualized safety plan may be developed if deemed necessary;
6. Discuss a school approved Stay- Away Agreement between the victim and the alleged aggressor;
7. Encourage the victim to self-report any and all further acts and incidents of dating violence that occur at-school in writing to the principal, or his or her designee;
8. Document all meetings and action plans that are discussed

D. Protocol for working with the alleged aggressor of an act or incident of dating violence

Administrators shall consider the following methods for dealing with the alleged aggressor in acts or incidents of dating violence:

1. Schedule a conference with the aggressor and their parents/guardians;
2. Give the alleged aggressor the opportunity to respond in a written statement to the allegations of an act or incident of dating violence at-school;
3. Alert the alleged aggressor and their parents/guardians, to both school and community based support and counseling resources that are available;
4. Identify and implement counseling, intervention and disciplinary methods that are consistent with school policy for acts or incidents of this nature;
5. Review the seriousness of any type of retaliation (verbal, emotional, physical, sexual, electronic/digital) towards the victim who reported the act or incident of dating violence. Address that consequences would be issued consistent with the school's student code of conduct and procedures for any type of retaliation or intimidation towards the victim;

PHYSICAL EDUCATION: DATING VIOLENCE (regulation continued)

6. Document all meetings and action plans that are discussed.

E. Protocol for the documentation and reporting of an act or incidents of dating violence:

School staff reporting dating violence shall document all acts or incident of dating violence according to the following procedures:

1. All incidents of dating violence will be investigated and documented;
2. Dating violence statements and investigations will be kept in files separate from student academic and discipline records;
3. Every act or incident of dating violence at school that is reported should be documented in an appropriate manner. This will include statements, planning actions, disciplinary measures as well as counseling and other support resources that are offered and prescribed to the victim or alleged aggressor.

Discipline Procedures for Verified Incidents of Dating Violence

The board of education requires its school administrators to implement discipline and remedial procedures to address acts or incidents of dating violence at school. These policies and procedures are consistent with the school's student code of conduct. The policies and procedures specific to acts or incidents of dating violence at school should be used to address the act or incident as well as serve as remediation, intervention, education, and prevention for all individuals involved. The responses will be tiered with consideration given to the seriousness and the number of previous occurrences of acts or incidents in which both the victim and alleged aggressor have been involved.

The consequences and remedial measures listed below are examples and may be expanded upon:

A. Consequences²:

1. Admonishment;
2. Temporary removal from the classroom;
3. Classroom or administrative detention;
4. In-school suspension;
5. Out-of-school suspension;
6. Reports to law enforcement;
7. Expulsion

Note: Retaliation towards the victim of any act or incident of dating violence should be considered when administering consequences to the alleged aggressor based on the severity of the act or incident.

B. Remediation/Intervention³:

1. Parent conferences;
2. Student counseling (all students involved in a the act or incident);
3. Peer support group;
4. Corrective instruction or other relevant learning or service experiences;
5. Supportive student intervention (I&RS);
6. Behavioral management plan;
7. Alternative placements.

Additional Information and Available Resources Regarding Dating Violence

² Adapted from *A Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence*, Rhode Island Department of Elementary and Secondary Education, 2008.

³ Adapted from *A Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School Sponsored Function and on School Buses*, New Jersey Department of Education, April 2011.

PHYSICAL EDUCATION: DATING VIOLENCE (regulation continued)

Parents/guardians and students will be provided with information on safe, appropriate, school, family, peer and community resources available to address dating violence.

The following agencies and resources are designed to assist students and their families in the prevention, education, and treatment regarding acts or incidents of dating violence.

Statewide

New Jersey Domestic Violence Programs by County

<http://www.state.nj.us/dca/divisions/dow/resources/countyresourcesdv.html>

New Jersey Coalition for Battered Women

Programs and counseling for domestic and dating violence.

24 Hour Helpline: (800) 572-SAFE

Northern New Jersey

Bergen County:

Alternatives to Domestic Violence

24 Hour Hotline: (201) 336-7575

Essex County:

The Rachel Coalition c/o Jewish Family Service

Responding to domestic violence

24 Hour Emergency Paging Service: (973) 740-1233

E-mail: Rachel@jfsmetrowest.org

Web: www.rachelcoalition.org

Morris County:

Jersey Battered Women's Services, Inc. (JBWS)

24 Hour Hotline: (973) 267-4763

Fax: (973) 605-5898

Email: info@jbws.org

Web: www.jbws.org

Sussex County:

Domestic Abuse Services, Inc.

24 hour Hotline: (973) 875-1211

Email: info@dasi.org

Web: www.dasi.org

Warren County:

Domestic Abuse and Sexual Assault Crisis Center (DASACC)

24 Hour Hotline: (908) 453-4181

Toll free: (866) 6BE-SAFE [623-7233]

Web: www.besafenj.org/

Central New Jersey

Mercer County:

Womanspace, Inc.

24 Hour Hotline: (609) 394-9000

State Hotline: (800) 572-SAFE [7233]

Email: pmh@womanspace.org

Web: www.womanspace.org

Middlesex County:

PHYSICAL EDUCATION: DATING VIOLENCE (regulation continued)

Women Aware, Inc.
24 Hour Hotline: (732) 249-4504
Email: womenaware@aol.com
Web: www.womenaware.net

Monmouth County:

180 Turning Lives Around
Domestic violence and sexual assault agency
24 Hour Hotline: (732) 264-4111
Toll free: 1-888-THE-WCMC [843-9262]
Email: info@180nj.org
Web: www.180nj.org

Ocean County:

Providence House - Ocean
24 Hour Hotline: (732) 244-8259
Toll free: 1-800-246-8910 (from the "609" area code only)
Web: www.catholiccharities.org

Somerset County

Resource Center of Somerset
24 Hour Hotline (toll free): 1-866-685-1122
Web: www.resourcecenterofsomerset.org

Southern New Jersey

Atlantic County:

Atlantic County Women's Center Violence Intervention Program (VIP)
24 Hour Toll free Hotline: (800) 286-4184
Web: www.acwc.org

Camden County:

Camden County Women's Center
Domestic and dating violence services for all women
24 Hour Hotline: (856) 227-1234
Web: <http://www.camdencountywomenscenter.org/>

Camden County:

Jewish Family and Children Services
Domestic Abuse Program S.A.R.A.H.
Phone: (856) 424-1333
Web: <http://www.jfcssnj.org/programs-and-services/Counseling/Domestic-Abuse-Program-Project-SARAH>

Cape May County:

CARA, Inc. (Coalition Against Rape and Abuse, Inc.)
24 Hour Hotline: (609) 522-6489
Toll free: 1-877-294-CARA [2272]
Email: carasafe1@verizon.net
Web: www.cara-cmc.org

Cumberland County

Center for Family Services
24 Hour Hotline: (800) 225-0196
Web: www.centerffs.org

Forms

PHYSICAL EDUCATION: DATING VIOLENCE (regulation continued)

The district will utilize the forms that follow this procedure to report and document incidents of dating violence.

Notice of Policy

Notice of district policy and procedures shall appear in all district publications that discuss comprehensive rules, procedures, and student conduct.

NJSBA Review/Update: June 2022
Adopted:

Regulation

PHYSICAL EDUCATION AND HEALTH: DATING VIOLENCE AT SCHOOL

STUDENT SAFETY PLAN

Student Name _____ Grade _____ H.R. _____
Administrative Staff _____

VICTIM SAFETY PLAN

A safety plan should be considered when a student discloses dating violence and abuse, whether or not a Restraining Order/No Contact Order has been issued by the court.

NOTE: Administrative staff should develop this plan with the victim, in an effort to empower the victim and keep him/her safe. A safety plan needs to be individualized, as every victim has unique needs and challenges.

1.) **Any Schedule Changes Made** (attach revised schedule) School should consider who will notify the teachers, what if there's only one AP English course in the school and both parties take the course?

2) **School Arrival** (change in time, entrance, transportation, with whom, etc...)

3) **Locker** (Is there a gym locker as well? How will the student access their locker e.g. five minutes early?)

4) **Lunch** (Is the cafeteria safe? Can the victim experience retaliation from friends of the perpetrator? Can the eating schedule be changed? Who will alert cafeteria staff of the order?)

5) **Route Changes** (include places to avoid/watch for, after school activities and team schedules, travel to and from school, class, etc.)

6. **School Departure** (time, entrance, designated friend, etc.)

7. **STAFF:** Let the victim select one staff member that they feel comfortable with. This staff person should be available for student for "check-ins" and support as needed.

PHYSICAL EDUCATION: DATING VIOLENCE (regulation continued)

Support Staff _____

8. Additional Staff to Share Plan With: (Administrators, Teachers, Guidance Counselors, Resource Officer, Lunch Aides, Bus Driver, Coaches, School Nurse, etc.)

9. Support Network of Peers: (to accompany student throughout the day if necessary)

10. Strategies to Problem Solve: Have the victim think through different ways s/he will react and deal with emergency situations, where they would go? Who would they call? Consider strategies to assess dangerousness, threats, Etc.

11. Any Additional Special Conditions: Are there other extracurricular school activities/events which present conflicts? How are they to be addressed?

12. School has completed the Restraining Order/ No Contact Order School Checklist.

PHYSICAL EDUCATION: DATING VIOLENCE (regulation continued)SCHOOL-BASED STAY AWAY AGREEMENT

The intent of this agreement is to increase safety for students who have been the victim of bullying, sexual harassment, dating violence, or sexual violence. It is to be administered in a conference with the alleged perpetrator and his or her parent/guardian (if available).

Name of student: _____ Date of most serious incident: _____

Description of behaviors involved in incident:

Date of assessment: _____

Date of parent/guardian notification: _____

In order to protect the rights and safety of all members of our school community, you are required to stay away from (name of student) _____ at all times during the school day and at any school-sponsored event. This means that you may not approach, talk to, sit by, or have any contact, direct or indirect (e.g. through friends, electronic) with (name of student) _____ at school or on school property, school buses, and bus stops and/or at any school sponsored event. In addition, the following actions are effective immediately:

Arrival/Departure

Time: _____ Entrance: _____

Bus/Parking: _____

Current Schedule: _____

New Schedule: _____

Lunch: _____

Locker: _____

Extracurricular Activities: _____

Other disciplinary actions: _____

Violations of this agreement and acts of retaliation directly or indirectly toward the victim or the victim's friends or family members will be taken seriously and will result in further disciplinary actions. Your compliance will be monitored by (name and staff title): _____

Agreement is valid from _____ date to _____ date.

This agreement will be reviewed on _____ date.

Signatures:

Student: _____ Date: _____

Administrator: _____ Date: _____

cc: Principal * Assistant Principal * Counselor * School Resource Officer

PHYSICAL EDUCATION: DATING VIOLENCE (regulation continued)STUDENT COMPLAINT FORM

Student Complaint Form for Reporting Dating Violence and Sexual Violence

Name: _____ Student ID: _____
 Grade: _____ Date: _____ Time: _____ School: _____

Please answer the following questions about the most serious incident:

List the name of the alleged perpetrator(s) of bullying, sexual harassment, dating violence, or sexual violence:

Relationship between you and the alleged perpetrator:

Describe the incident:

When and where did it happen?

Were there any witnesses? ☐ yes ☐ no If yes, who?

Is this the first incident? ☐ yes ☐ no

If no, how many times has it happened before?

Other information, including previous incidents or threats:

Student or parent declines to complete this form: Initial: _____ Date: _____

I certify that all statements made in the complaint are true and complete. Any intentional misstatement of fact will subject me to appropriate discipline. I authorize school officials to disclose the information I provide only as necessary in pursuing the investigation.

Signatures

Student: _____ Date: _____

School official receiving complaint: _____ Date: _____

School official conducting follow-up: _____ Date: _____

These documents should remain confidential.

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6142.6

Policy

☐ Monitored
☐ Mandated
☒ Other Reasons

BASIC SKILLS

In order to provide Quinton Township District students with the basic tools necessary for achievement of the New Jersey Student Learning Standards, the board directs development of strong basic skills courses at all levels of the school.

The superintendent shall work with staff to:

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

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

Adopted: September 10, 1985
Revised: October 13, 1987, April 10, 1990, August 6, 1991,
April 25, 1996, January 22, 2009, January 5, 2017
NJSBA Review/Update: June 2022
Readopted:

Key Words

Basic Skills, Remedial Education

Legal References: N.J.S.A. 18A:35-4.9 Student promotion and remediation; policies and procedures
N.J.A.C. 6A:8-1.1 et seq. Standards and Assessment
See particularly:
N.J.A.C. 6A:8-3.1, -4.1
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988, (Pub. L. No. 100-297) amending Elementary and Secondary Education Act of 1965.

Possible

Cross References: *6122 Articulation
*6140 Curriculum adoption
*6141 Curriculum design/development
*6142 Subject fields
*6142.2 English as a second language; bilingual/bicultural
*6146 Graduation requirements
*6171.1 Remedial instruction
*6171.3 At-risk and Title 1
*6171.4 Special education

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6142.9

Policy

☐ Monitored
☐ Mandated
☒ Other Reasons

ARTS

The superintendent shall ensure that curriculum in the arts, including both visual and performing, is developed appropriately for each grade level.

Adopted: January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

Art Curriculum, Arts

Legal References: N.J.S.A. 18A:7F-46 Review, update of the NJSLs, Educational Adequacy Report
N.J.S.A. 18A:33-1 District to furnish suitable facilities; adoption of courses of study
N.J.A.C. 6A:8-1.3 Definitions
N.J.A.C. 6A:8-3.1 Curriculum and instruction
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Possible

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

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6142.10

Policy

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

INTERNET SAFETY AND TECHNOLOGY

The Quinton Township Board of Education shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of New Jersey Student Learning Standards.

It is the policy of the district to establish safe and effective methods for student and staff users of the district's technological resources and to:

- A. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- B. Prevent unauthorized access and other unlawful online activity;
- C. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- D. Comply with the Children's Internet Protection Act (CIPA).

The district shall ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.

COMPLIANCE WITH CIPA

Filters Blocking Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the school district online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- A. Unauthorized access, including so-called "hacking," and other unlawful activities; and
- B. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

INTERNET SAFETY TECHNOLOGY (continued)

It shall be the responsibility of all members of the school district staff to educate, supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the superintendent or his or her designee.

The superintendent or his or her designee shall ensure that students and staff who use the school internet facilities receive appropriate training including the following:

- A. The district established standards for the acceptable use of the internet;
- B. Internet safety rules;
- C. Rules for limited supervised access to and appropriate behavioral expectations for use of online resources, social network websites, and chat rooms;
- D. Cyberbullying (board policy 5131.1 Harassment, Intimidation and Bullying) awareness and response.

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

Policy Development

The district Internet Safety and Technology policy shall be adopted and revised through a procedure that includes reasonable public notice and at least one public hearing.

ACCEPTABLE USE OF THE INTERNET

Purpose

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

Limitation of Liability

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

District Rights and Responsibilities

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

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

Each principal shall coordinate the district system in his/her building by approving all activities for that building; ensuring that teachers receive proper training in the use of the system; ensuring that students are

INTERNET SAFETY TECHNOLOGY (continued)

adequately supervised when using the system; maintaining executed user agreements; and interpreting this acceptable use policy at the building level.

Access to the System

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

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

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

World Wide Web

All students and employees of the board shall have access to the Web through the district's networked or stand alone computers. An agreement may be required. To deny a child access, parents/ guardians must notify the building principal in writing.

Classroom E-mail Accounts

Students in grades K-8 shall be granted e-mail access through classroom accounts only. To deny a child access to a classroom account, parents/guardians must notify the building principal in writing.

Individual E-mail Accounts for Students

Students in grades K-8 may have individual accounts at the request of teachers and with the consent of parents/guardians. An individual account for any such student shall require an agreement signed by the student and his/her parent/guardian.

Individual E-mail Accounts for District Employees

District employees shall be provided with email access. Access to the system will be provided for staff members who have signed the acceptable use policy agreement. Email will be monitored and archived for three years. Employee email is discoverable and will be released if subpoenaed within the archival period set forth in this policy.

District Web Site

The board authorizes the superintendent to establish and maintain a district web site. The purpose of the web site will be to inform the district educational community of district programs, policies and practices.

Individual schools and classes may also establish web sites that include information on the activities of that school or class. The building principal shall oversee these web sites.

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

Parental Notification and Responsibility

The superintendent shall ensure that parents/guardians are notified about the district network and the rules governing its use. Parents/guardians shall sign an agreement to allow their child(ren) to have an individual

INTERNET SAFETY TECHNOLOGY (continued)

account. Parents/guardians who do not wish their child(ren) to have access to the Internet must notify the principal in writing.

Acceptable Use

Student Safety Practices

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

Prohibited Activities

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

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

Users shall not use the district system to engage in illegal activities.

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

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

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

Prohibited Language

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

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

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

System Security

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

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

INTERNET SAFETY TECHNOLOGY (continued)

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

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

System Limits

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

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

Privacy Rights

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

Users shall not publish private information about another individual.

School Furnished Electronic Devices

The district may furnish students electronic devices such as laptop computers, tablets, notebooks, cellular telephones, or other electronic devices. When a student is furnished with an electronic device the district shall provide the student with written or electronic notification that the electronic device may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. The notification shall also include a statement that the district shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student. The parent or guardian of the student furnished an electronic device shall acknowledge receipt of the notification. The district shall retain the acknowledgement as long as the student retains the use of the electronic device.

Failure to provide the required notification shall be subject to a fine of \$250 per student, per incident. If imposed, the fine shall be remitted to the Department of Education, and shall be deposited in a fund that shall be used to provide laptop or other portable computer equipment to at-risk students.

Implementation

The superintendent may prepare regulations to implement this policy.

Adopted: January 22, 2009, April 26, 2012, September 26, 2013
NJSPA Review/Update: June 2022
Readopted:

Key Words

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

Legal References: N.J.S.A. 2A:38A-1 et seq.
N.J.S.A. 2C:20-25
N.J.S.A. 18A:7A-10
N.J.S.A. 18A:36-35

Actions for computer related offenses
Computer criminal activity; degree of crime; sentencing
NJQSAC
School Internet websites; disclosure of certain student
information prohibited

INTERNET SAFETY TECHNOLOGY (continued)N.J.S.A. 18A:36-39

Notification by school to certain persons using certain electronic devices; fine

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

Evaluation of the Performance of School Districts

17 U.S.C. 101 - United States Copyright Law47 CFR 54.503(d) - Competitive Bidding; Gift Restrictions47 U.S.C. 254(h) - Children's Internet Protection ActState in re T.L.O., 94 N.J. 331 (1983), reversed on other grounds, New Jersey v. T.L.O., 569 U.S. 325 (1985).O'Connor v. Ortega 480 U.S. 709 (1987)Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.**Possible****Cross References:**

*1111	District publications
*3514	Equipment
3543	Office services
*3570	District records and reports
4118.2/4218.2	Freedom of speech (staff)
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5131	Conduct/discipline
*5131.1	Harassment, intimidation and bullying
*5131.5	Vandalism/violence
*5142	Student safety
5145.2	Freedom of speech/expression (students)
*6144	Controversial issues
*6145.3	Publications
6161	Equipment, books and materials

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

Regulation

INTERNET SAFETY AND TECHNOLOGY

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

Students, staff and administration of the district have the opportunity to access the Internet to facilitate the need to prepare students, staff and administrators to become computer literate in an increasingly technological world, to foster educational and personal growth in technology, information gathering, and communication skills. It is understood that the district does not have sufficient staff to monitor every aspect of the use of the Internet. However, the district will foster the independent use of the school's network, subject to compliance with procedures and standards for appropriate network behavior and communication. The following responsible guidelines apply to all users when accessing any district network connection (Internet):

- A. It is understood that cooperation is critical in the use of the Internet. It is the goal of the use of the Internet to prepare students to become computer literate in an increasingly technological world. It is understood that a minor's independent use of the school's network is necessary to attain such a goal, subject to the procedures and standards for appropriate network behavior;
- B. Violations of these responsible use guidelines may result in student discipline, subject to the student disciplinary code, and/or staff and administrative discipline, subject to guidelines adopted by the administration;
- C. The primary use of the Internet shall be reserved to those individuals who utilize the materials that are of "educational value" to students of the district. For purposes of these guidelines, "educational value" shall mean those areas of network access that have a direct or indirect impact on the students' educational program in the district. The use of the system for defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, and racially offensive, and illegal material or other prohibited activities shall not be permitted, and the district will use any and all means available to it, within the confines of the law to prevent such material from entering the Internet. Individuals are encouraged to report such entry of material into the system to the building administrator. No personnel or student information that is protected by the Family Educational Rights and Privacy Acts shall be disseminated through the Internet. All users of the Internet must comply with the Electronic Communications Privacy Act of 1986, as amended, and the Communications Decency Act. These laws prohibit the unauthorized interception or disclosure of email messages by third parties as well as the appropriateness of certain material being remitted on the Internet. The law does not permit interception or disclosure unless both the sender and the receiver of the communication consent. Further, the law recognizes that the district may monitor an employee's email messages, as long as the interception device is included in the email equipment;
- D. Users of the Internet must recognize that the district administration does have the authority to intercept email messages of all users and that there will be no privacy right construed by the district to exist in the statements made in the Internet;
- E. Users of the Internet are encouraged not to store extensive email messages in the Internet and that messages should be stored for a period of no longer than 14 calendar days;
- F. When issued individual passwords and accounts, Internet users may not allow any other person(s) to use or share those passwords and/or accounts;

INTERNET SAFETY AND TECHNOLOGY (regulation continued)

- G. Any attempt to circumvent system security, guess passwords, or in any way gain unauthorized access to local or Internet resources is forbidden;
- H. Use of the Internet for political and/or commercial gain or profit is not allowed from an educational site;
- I. Users may not move, repair, reconfigure, modify or attach external devices to the system;
- J. Additional rules and restrictions may be added and users will be notified of these changes in a timely manner. Users are responsible for reading and following these rules;
- K. Time restrictions on the use of the Internet may be imposed to ensure equity of use;
- L. From time to time, the district will encourage students and employees to use certain informational sources in order to control Internet costs;
- M. The district administration reserves the right to use electronic devices, cards, or any other media to determine whether or not the students or employees are using the Internet for items of true educational value;
- N. Professional employees of the school will monitor student use of the Internet;
- O. Students or employees who violate the Internet guidelines of the school may be denied future Internet privileges for a defined period of time or other disciplinary measures set forth in the code of student conduct or in any other rules of the district that may be applicable.

AGREEMENT FORM**ALL STUDENTS**

I, (typed or printed name), understand and will abide by the Quinton Township Board of Education's Internet Acceptable Use rules and regulations for the Internet. I further understand that any violation will result in the loss of access privileges and school disciplinary action.

Student Signature: _____ Date: _____

PARENTS/GUARDIANS

I, (typed or printed name), have read the Quinton Township Board of Education's Acceptable Use rules and regulations for the Internet and understand that this access is designed for educational purposes only. I accept full responsibility for my child's compliance, and hereby, give my permission for my child to use the Internet.

Parent/Guardian Signature: _____ Date: _____

STAFF/USER

I, (typed or printed name), understand and will abide by the Quinton Township Board of Education's Acceptable Use rules and regulations for the Internet. I further understand that any violation will result in loss of access privileges and possible disciplinary action.

Staff/User Signature: _____ Date: _____

INTERNET SAFETY AND TECHNOLOGY (regulation continued)

**PARENT/GUARDIAN AGREEMENT
REGARDING THE USE OF DISTRICT-OWNED ELECTRONIC DEVICES**

I, (full name of parent/guardian) as the parent or guardian of (full name of student) have read the attached policy 6142.10 Internet Safety and Technology and understand the conditions of the Anti-Big Brother Act as described in the policy section titled, *School Furnished Electronic Devices*.

I understand that the Quinton Township School District will supply my child with an electronic device that may be able to record or collect information regarding my child's activity or use of the electronic device and that the electronic device may be equipped with a camera, global positioning system, or other feature capable of recording or collecting information on my child's activity or use of the device.

I also understand that the school district will not use any of the capabilities in a manner that would violate the privacy rights of my child or any individual residing with him/her.

I have read, understand and agree to allow the Quinton Township School District to furnish my child (named above) with an electronic device that may be able to record or collect information regarding my child's activity or use of the electronic device and that the electronic device may be equipped with a camera, global positioning system, or other feature capable of recording or collecting information on my child's activity or use of this device.

Additionally, my child has also read, understands and agrees to the information contained in this agreement and has signed his/her name below indicating his/her agreement to the terms of this document.

Please sign below and return to your child's school:

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

NJSBA Review/Update: June 2022
Adopted:

Regulation

USE OF ELECTRONIC MAIL (EMAIL)

Purpose

The purpose of the following regulation is to provide a uniform procedure for the use of Electronic Mail, to ensure that students, faculty and staff of the Quinton Township school share a common understanding of the appropriate use of information technology.

E-mail Use Policy

The district provides many computing and network resources for use by students, faculty, staff and other persons affiliated with the Quinton Township School District. Members of the district's community are encouraged to use electronic mail (or Email) for district-related activities and to facilitate the efficient exchange of useful information. Access to E-mail is a privilege and certain responsibilities accompany that privilege. Users of E-mail are expected to be ethical and responsible in their use.

E-mail Use Guidelines

Access to, and the responsible use of, modern information resources are essential to the pursuit and achievement of excellence at the Quinton Township School District. The district encourages appropriate use of E-mail to enhance productivity through the efficient exchange of information in furtherance of education, research, public service and the expression of ideas. Use of these resources must be consistent with these goals.

As responsible members of the Quinton Township school community, staff members are expected to act in accord with the following general guidelines based on common sense, common decency and civility applied to the networked computing environment

Messages sent as electronic mail should meet the same standards for distribution or display as if they were tangible documents or instruments.

Staff must be identified clearly and accurately in all electronic communications. Concealing or misrepresenting a name or affiliation to dissociate someone from responsibility for actions is never appropriate. Alteration of the source of electronic mail, message or posting is unethical and possibly illegal.

All electronic mail files belong to somebody. They should be assumed to be private and confidential unless the owner has explicitly made them available to others.

Staff members must be sensitive to the inherent limitations of shared network resources. No computer security system can absolutely prevent a determined person from accessing stored information that they are not authorized to access. While the district has no interest in regulating the content of electronic mail, it cannot guarantee the privacy or confidentiality of electronic documents. Good judgment dictates the creation only of electronic documents that may become available to the public.

Staff members must respect the rights of others. They must not send abusive, threatening, or harassing materials. Civil discourse is at the heart of a district community free of intimidation and harassment and based upon a respect for individuals as well as a desire to learn from others. While debate on controversial issues is inevitable and essential, bear in mind that it is the staff member's responsibility to do so in a way that actually advances the cause of learning and mutual understanding.

Staff members are expected to promote efficient use of network resources consistent with the instructional, research, public service and administrative goals of the district. They must show consideration for others and

USE OF EMAIL (regulation continued)

refrain from engaging in any use that would interfere with their work or disrupt the intended use of network resources. Staff members should especially avoid wasteful and disruptive practices, such as sending "chain letters," "broadcast" messages or unwanted material.

E-mail and other network resources may not be used for commercial purposes or for personal financial gain. This does not preclude the use of E-mail to assist in the investigation and support of vendors' products, such as, the discussion of a product's relative advantages and disadvantages by users of the product, the distribution of information or technical support material by request or vendor responses to questions about their products, as long as the responses are not in the nature of a solicitation.

The same standards of conduct expected of students, faculty and staff regarding the use of telephones, libraries, and other institutional resources apply to the use of E-mail. Staff will be held no less accountable for actions in situations involving E-mail than staff would be in dealing with other media.

All staff are expected to abide by security restrictions on all systems and information. Staff should avoid any communication where the meaning of the message, or its transmission or distribution, would be illegal, unethical or irresponsible. Conduct that involves the use of information resources to violate a district policy or regulation, or to violate another's rights, is a serious abuse subject to limitation of privileges and appropriate disciplinary action.

Adopted:	January 22, 2009
NJSBA Review/Update:	June 2022
Readopted:	

CAREER AND TECHNICAL EDUCATION

The Quinton Township Board of Education believes that constructive attitudes and concepts involving the dignity of all kinds of work belong in the curriculum from the beginning grades. Therefore, in fulfillment of the New Jersey Student Learning Standards, the board shall develop and implement a comprehensive guidance and counseling system that is designed to provide students opportunities to enhance career awareness, exploration, preparation, and decision-making skills necessary for success in the workplace. The board shall ensure that educational programs shall continuously expose students to the nature of the wide variety of careers available. The 21st Century Life and Careers Student Learning Standard shall be infused into the curriculum throughout the grades in age appropriate activities. When any hands-on experience requires use of power tools, etc., all eye protection and other appropriate safety regulations shall be observed.

Career Education and Counseling

The board shall develop and implement a comprehensive guidance and academic counseling program for all students to facilitate career awareness, exploration, and preparation in accordance with N.J.A.C. 6A:8-3.2. This program shall:

- A. Be linked to the New Jersey Student Learning Standards;
- B. Be infused throughout the K-8 curriculum;
- C. Be supported by professional development programs;
- D. Take into consideration the American School Counselor Association's National Standards for School Counseling Programs;
- E. Provide developmental career guidance and academic counseling linked to the New Jersey Student Learning Standards designed to:
 - 1. Assist students in making and implementing informed educational and career choices, including opportunities to change career focus;
 - 2. Support students' academic attainment, career development, and personal/social development;
 - 3. Develop the student's understanding of the relationship between academic attainment, career development, and personal/social development;
 - 4. Encourage students to create and maintain portfolios consisting of student accomplishments in academic and career oriented work;
- F. The board shall ensure that students with disabilities (age 14 or younger), if determined appropriate by IEP, have career and academic counseling coordinated with transitional services in accordance with N.J.A.C. 6A:14-3.7;
- G. The board shall develop and implement curriculum and instructional methods that:
 - 1. Are integrated with technological literacy;
 - 2. Provide all students with an understanding of the career application of knowledge and skills learned in the classroom; and
 - 3. Provide all students with the opportunity to apply knowledge and skills learned in the classroom to real or simulated career challenges.
- H. The board will develop and implement for all students a system of career development activities that:

CAREER AND TECHNICAL EDUCATION (continued)

1. Offers the opportunity to explore career interests within, one or more of the Career Clusters (listed below) that are linked to the New Jersey Student Learning Standards;
2. Allows district boards of education to select the appropriate format for offering career-development activities based on district resources, community needs and student interest;
3. Allows the board to select an appropriate delivery format that may include an integrated curriculum based on the New Jersey Student Learning Standards or specialized programs that reflect the needs of students and the community; and
4. Instills the concept of the need for continuous learning throughout one's life.

The board directs the superintendent or his or her designee to take reasonable measures to expand student awareness of and encourage participation in fields that are non-traditional for their sex, and to expand both access to and success in high-growth fields for both men and women.

All students shall have equal and bias-free access to career and technical education programs and a full range of possible occupational, professional, and career and technical education choices including careers in the science and technology industries and nontraditional careers, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, gender identity or expression, religion, pregnancy, disability, English proficiency, immigration status, housing status or socioeconomic status.

The board of education shall strive to make continuous and significant improvement in career and technical achievement of career and technical education students, and levels of performance shall be objective, quantifiable, and measurable. The board shall also identify in the local plans the level of performance targeted for each of the core indicators of performance.

Adopted: December 10, 1985, September 28, 2017
 Revised: January 22, 2009
 NJSBA Review/Update: June 2022
 Readopted:

Key Words

Career Education, Vocational-technical Education

New Jersey Career Clusters:

Agriculture, Food and Natural Resources
 Architecture and Construction
 Arts, A/V Technology and Communications
 Business Management and Administration
 Education and Training
 Finance
 Government and Public Administration
 Health Science
 Hospitality and Tourism
 Human Services
 Information Technology
 Law, Public Safety, Corrections and Security
 Manufacturing
 Marketing
 Science, Technology, Engineering and Mathematics
 Transportation, Distribution and Logistics

Legal References: N.J.S.A. 18A:11-1
N.J.S.A. 18A:38-36
N.J.S.A. 18A:40-12.1, -12.2

General mandatory powers and duties
 Employment certificates to part-time students; revocation
 Protective eye devices required for teachers, students
 and visitors in certain cases

CAREER AND TECHNICAL EDUCATION (continued)

<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
<u>N.J.S.A.</u> 18A:54E-1	Business and school partnerships
through -5	
<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practices
<u>N.J.A.C.</u> 6A:8-2.2	Authority for the state plan for vocational education
<u>N.J.A.C.</u> 6A:8-3.2	Career education and counseling
<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
<u>N.J.A.C.</u> 6A:9B-1.1 <u>et seq.</u>	State board of examiners and certification
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:9B-9.4, -11.3, -14.19	
through -14.21	
<u>N.J.A.C.</u> 6A:19-1.1 <u>et seq.</u>	Career and technical education programs and standards
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:19-1.2, -2.1, -2.3, -3.1,	
-5.1, -5.2, -6.1, -6.5, -6.7, -6.8	
<u>N.J.A.C.</u> 6A:23A-17.4	Method of determining tuition rates for county vocational schools
<u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u>	Operation and Maintenance of Facilities
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:26-12.2, -12.5	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts

Carl D. Perkins Career and Technical Education Act of 2006, P.L.109-270

Possible

<u>Cross References:</u>	*3220/3230	State funds; federal funds
	*3516	Safety
	*5142	Student safety
	*5145.4	Equal educational opportunity
	*6010	Goals and objectives
	*6121	Nondiscrimination/affirmative action
	*6141	Curriculum design/development
	*6142.2	English as a second language; bilingual/bicultural

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

HIV PREVENTION EDUCATION

The Quinton Township Board of Education believes HIV education should be integrated into the comprehensive health education curriculum, but may also be applied to other curriculum areas.

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

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

The superintendent shall be responsible for the preparation and development of an HIV prevention education program, with active consultation and participation of an advisory committee that may consist of teachers, administrators, parents/guardians, students (as appropriate), physicians, members of social and health service agencies, members of the clergy and representative members of the community. The board shall appoint the members of the committee upon the recommendation of the superintendent. The advisory committee shall be responsible for reviewing the instructional program and all materials to be used and, through the superintendent, of recommending same for board adoption.

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

Upon request, the HIV education curriculum will be made available to parents/guardians for their review. The superintendent will establish procedures whereby students whose parents/guardians present to the building principal a signed statement that a designated part of the instruction is in conflict with his/her conscience, morals or religious beliefs will be excused from that part of the curriculum. An alternative educational opportunity shall be provided during the time a student is excused from part or the entire program. The alternative educational opportunity will include topics that do not conflict with the parents/guardians beliefs but fall within the same subject area (i.e. comprehensive health education) as the program from which the student is excused. There shall be no loss of class credit or credit toward graduation from such an exemption.

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

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

Adopted: January 15, 1991
Revised: January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

HIV PREVENTION EDUCATION (continued)

AIDS, HIV Prevention Education

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
	<u>N.J.S.A.</u> 18A:35-4.7	Parents statement of conflict with conscience
	<u>N.J.S.A.</u> 18A:35-4.19 through-4.22	<u>AIDS Prevention Act of 1999</u>
	<u>N.J.S.A.</u> 26:5c-1 <u>et seq.</u>	Acquired Immune Deficiency Syndrome
	<u>N.J.A.C.</u> 6A:8-3.1(d)	Curriculum and instruction
	<u>N.J.A.C.</u> 6A:16-2.1(a)7	Health services policy and procedural requirements
	<u>N.J.A.C.</u> 8:61-1.1 <u>et seq.</u>	Participation and Attendance at School by Individuals with HIV Infection
	<u>N.J.A.C.</u> 12:100-4.2	Safety and Health Standards for Public Employees (Adoption by reference)

29 CFR 19910.1030 - Bloodborne Pathogens Standard

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

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

Possible

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

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6143

☐ **Monitored**

☐ **Mandated**

☒ **Other Reasons**

Policy

CURRICULUM GUIDES

The superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met. Curriculum guides shall include all requirements of the New Jersey Student Learning Standards.

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

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

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

Adopted: September 10, 1985
Revised: April 25, 1996, January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

Curriculum, Curriculum Guides, Subject Fields

<u>Legal References:</u>	<u>N.J.A.C. 6A:8-1.3</u>	Definitions
	<u>N.J.A.C. 6A:8-2.1 et seq.</u>	The New Jersey Student Learning Standards
	<u>N.J.A.C. 6A:8-3.1 et seq.</u>	Implementation of the New Jersey Student Learning Standards
	<u>N.J.A.C. 6A:8-5.1</u>	Graduation requirements
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts

Possible

<u>Cross References:</u>	*6122	Articulation
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6142	Subject fields
	*6142.2	English as a second language; bilingual/bicultural
	*6147	Standards of proficiency

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6143.1

Policy

☐ Monitored
☐ Mandated
☒ Other Reasons

LESSON PLANS

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

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

The building principal shall check lesson plans on a regular basis.

Adopted: April 25, 1996
Revised: January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

Lesson Plans, Curriculum Guides, Curriculum

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.A.C.</u> 6A:8-2.1 <u>et seq.</u>	The New Jersey Student Learning Standards
	<u>N.J.A.C.</u> 6A:8-3.1 <u>et seq.</u>	Implementation of the New Jersey Student Learning Standards
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts

Possible

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

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6144

☐ Monitored

☐ Mandated

☒ Other Reasons

Policy

CONTROVERSIAL ISSUES

Free discussion of controversial issues--political, economic, social--shall be encouraged in the classroom whenever appropriate for the level of the group.

Issues may be considered controversial which arouse strong reactions, based either on personal conviction or allegiance to a group. School treatment of controversial issues shall be designed to instruct students in fair and objective study techniques. The decision on whether a particular controversial issue shall become a matter for school study shall be based on the timeliness of the question, the maturity and needs of the students and the purposes of the school. Classroom discussions on controversial questions which arise unexpectedly shall be the responsibility of the teacher, who shall provide relevant information on both sides of the question. Such discussions shall be kept free from the assumption that there is one correct answer that should emerge from a discussion and be taught authoritatively to the students.

Students shall be taught to recognize each other's right to form an opinion on controversial issues, and shall be assured of their own right to do so without jeopardizing their relationship with the teacher or the school.

When public employees make statements pursuant to their official duties: in the classroom, at board meetings, and at other meetings related to educational issues affecting the district, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline (Garcetti v. Ceballos).

The building principal shall have the authority to limit or suspend discussion of controversial issues pending a review of the issue/materials. Instructional materials not previously approved must be reviewed by the principal before being introduced into the classroom.

Adopted: November 12, 1985
Revised: April 25, 1996, January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

Controversial Issues, Curriculum, Instructional Materials, Censorship

Legal References: N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

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

Tenure Hearing of William Lee Johnson, Clearview Regional School District, 79 S.L.D. 267; 79 S.L.D. 273 aff'd with deletion of paragraph

Garcetti v. Ceballos 2006 U.S. LEXIS 4341(May 2006)

Possible

Cross References: *1312 Community complaints and inquiries

CONTROVERSIAL ISSUES (continued)

- 5145 Rights
- *6115 Ceremonies and observances
- *6141.2 Recognition of religious beliefs and customs
- *6145.3 Publications
- *6161.1 Guidelines for evaluation and selection of instructional materials
- *6161.2 Complaints regarding instructional materials

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6145

Policy

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

EXTRACURRICULAR ACTIVITIES

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

The purpose of extracurricular activities shall be:

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

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

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

The superintendent shall prepare procedures to implement an extracurricular program which shall:

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

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

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

EXTRACURRICULAR ACTIVITIES (continued)

No activity shall be considered to be under the sponsorship of this board unless it has been approved by the board on recommendation of the superintendent. Fund-raising activities of extracurricular groups must be approved by the board.

All students in good disciplinary and academic standing shall have equal access to all extracurricular activities regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity and expression, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. The district shall ensure equity in educational programs including extracurricular activities and provide opportunities for students to interact positively with others on a nondiscriminatory basis.

Attendance

The district's attendance policy shall also apply.

Implementation

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

Adopted: October 23, 2008

NJSBA Review/Update: June 2022

Readopted:

Key Words

Extracurricular Activities, Cocurricular Activities, Student Activities, Student Activities

Legal References: N.J.S.A. 10:5-1 et seq. Law Against Discrimination
N.J.S.A. 18A:11-3 Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals
N.J.S.A. 18A:19-14 Funds derived from student activities
N.J.S.A. 18A:35-20 Participation in courses in which verbalization unessential to understanding of subject matter; location of and children in bilingual programs
N.J.S.A. 18A:42-5, -6 Certain student organizations declared harmful ...
N.J.S.A. 34:13A-1 et seq. New Jersey Employer-Employee Relations Act
N.J.A.C. 6A:7-1.1 et seq. Managing for Equality and Equity in Education
N.J.A.C. 6A:8-3.2 Career education and counseling
N.J.A.C. 6A:9B-5.16 Athletics personnel
N.J.A.C. 6A:16-2.2 Required health services
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-9.1 et seq. Athletics Procedures

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

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

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

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

The Comprehensive Equity Plan, New Jersey Department of Education

NJSIAA Constitution, Bylaws, Rules and Regulations

Possible

<u>Cross References:</u>	1210	Community organizations
	1320	Participation in out of school community activities
	*1322	Contests for students
	*2224	Nondiscrimination/affirmative action
	*3453	School activity funds
	4143/4243	Extra pay for extra work
	*5113	Absences and excuses
	*5126	Awards for achievement
	*5131	Conduct/discipline
	*5136	Fund-raising activities
	5143	Insurance
	*5145.4	Equal educational opportunity
	*6010	Goals and objectives
	*6142	Subject fields
	6142.5	Travel and exchange programs
	*6142.12	Career and technical education
	*6145.1/6145.2	Intramural competition; interscholastic competition
	6145.4	Public performances and exhibitions
	6145.5	Student organizations
	6145.7	Social events/meetings
	*6146	Graduation requirements
	*6153	Field trips

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

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6145.1/6145.2

Policy

☐	Monitored
☒	Mandated
☒	Other Reasons

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

The Quinton Township Board of Education considers all competitive extracurricular activities--academic, artistic and athletic--an integral part of the total educational program. Competitive activities shall be under the same administration and control as the rest of the school program and closely articulated with it.

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

The board shall approve all proposed interscholastic competitions, either via schedule or as a discrete event, whichever is appropriate. The board must approve membership in any leagues, associations and conferences, and any agreements with other schools for a series of games or events. Contests of any kind between and among the schools of the district shall be approved by the superintendent.

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

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

Parental Consent

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

Academic Eligibility

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

Attendance Standards

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

Disciplinary Standards

Disciplinary standards are based on board policies 5114 Suspension and Expulsion and 5131 Conduct/Discipline. Students on disciplinary probation or serving a detention or suspension may not practice, perform or compete. The superintendent and the building principal shall decide at the end of a probation or suspension whether the student may return to practice and competition.

Special Education Students

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

To participate in interscholastic competition, special education students must meet the same requirements listed above and the physical eligibility requirements. Reasonable modifications must be provided to each qualified student seeking to participate in an extra-curricular activity. However, a modification may be denied if, based on an individualized assessment, the modification presents an objective health or safety risk to the student or to others, or where the modification would result in a fundamental alteration to the nature of the program. A fundamental alteration is a modification that provides an objective advantage or disadvantage or requires a change in the rules of competition.

Equality and Equity in Athletic Programs

The district athletic programs shall be operated equitably with regard to the male and female teams including:

- A. Relatively equal numbers of varsity and sub-varsity teams for male and female students;
- B. Equitable scheduling of night games, practice times, locations and number of games for male and female teams;
- C. Equitable treatment that includes staff salaries, purchase and maintenance of equipment and supplies;
- D. Comparable facilities for male and female teams.

Physical Eligibility

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

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

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

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

- A. A medical history questionnaire, completed by the parent/guardian of the student, to determine if the student:
 - 1. Has been medically advised not to participate in any sport, and the reason for such advice;
 - 2. Is under a physician's care and the reasons for such care;
 - 3. Has experienced loss of consciousness after an injury;
 - 4. Has experienced a fracture or dislocation;

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

5. Has undergone any surgery;
6. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;
7. Has allergies including hives, asthma and reaction to bee stings;
8. Has experienced frequent chest pains or palpitations;
9. Has a recent history of fatigue and undue tiredness;
10. Has a history of fainting with exercise;
11. Has a history of family members dying suddenly.

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

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

Insurance

The board may cover each participant in an extracurricular activity with insurance coverage in consultation with the current insurance carrier.

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

Pamphlet on Sudden Cardiac Arrest

Once each school year, the superintendent or designee shall distribute to parents/guardians of students participating in school sports, the New Jersey Department of Education's pamphlet on sudden cardiac death. The pamphlet includes a description of early warning signs and privately available screening options.

Fact Sheet on the Use and Misuse of Opioid Drugs

Once each school year, the superintendent or designee shall distribute to parents/guardians of students participating in the interscholastic sports program or cheerleading program the educational fact sheet developed by the Commissioner of Education in consultation with the Commissioner of Health that provides information concerning the use and misuse of opioid drugs in the event that a student-athlete or cheerleader

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

is prescribed an opioid for a sports-related injury. The district shall obtain a signed acknowledgment of the receipt of the fact sheet by the student-athlete or cheerleader and his/her parent or guardian.

Good Sportsmanship

The board believes that instilling habits of good sportsmanship should be one of the primary goals of athletic endeavors and that all district employees should model good behaviors in this area.

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

Parents/guardians and other adult spectators shall also be encouraged to act as models for young people by demonstrating self-control and dignity at all athletic events.

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

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

Coaches

The board believes that the quality of the inter-scholastic sports program is determined in large part by the quality of the coaching staff. Accordingly, the superintendent shall have the responsibility of locating and recruiting the best qualified coaching candidates.

Stipulations listed in board policy 4111 Recruitment, Selection and Hiring shall be followed in the hiring process. Further, due to the demand placed upon a head coach, it is the board's belief that, whenever possible, staff members should not be assigned as head coach in more than two sports.

NJSBA Review/Update: June 2022

Adopted:

Key Words

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

Legal References: N.J.S.A. 5:17-1 et seq.

N.J.S.A. 18A:11-3

N.J.S.A. 18A:26-2.1 et al.

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

N.J.S.A. 18A:40-41

N.J.S.A. 18A:40-41.10

N.J.S.A. 18A:40A-1 et seq.

See particularly:

Athletic code of conduct permitted; "youth sports event" defined...

Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals

Certification of director of athletics

Discrimination; prohibition

Pamphlet on sudden cardiac death

Educational fact sheet relative to use, misuse of opioid drugs for sports-related injuries

Substance abuse

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

<u>N.J.S.A.</u> 18A:40A-9, -10, -11	
<u>N.J.S.A.</u> 18A:42-2	School orchestra not to compete with civilian musicians; exceptions
<u>N.J.S.A.</u> 18A:42-7	Participants in certain interscholastic extracurricular activities may earn varsity letter
<u>N.J.S.A.</u> 18A:43-1	Accident insurance for students authorized
<u>N.J.A.C.</u> 6A:7-1.4	Responsibilities of the district board of education
<u>N.J.A.C.</u> 6A:7-1.7	Equality in school and classroom practices
<u>N.J.A.C.</u> 6A:9B-5.15	Persons employed to coach for swimming or diving programs
<u>N.J.A.C.</u> 6A:9B-5.16	Athletics personnel
<u>N.J.A.C.</u> 6A:11-4.14	Sports programs
<u>N.J.A.C.</u> 6A:16-2.1 <u>et seq.</u>	General Provisions for School Health Services
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:16-2.2	
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-9.1 <u>et seq.</u>	Athletic Procedures
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:32-9.1(c), -9.1(d-e)	

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

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

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

NJSIAA Constitution, Bylaws, Rules and Regulations

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

<u>Cross References:</u>	
*1322	Contests for students
1500	Relations between area, county, state, regional and national associations and the district
*3250	Income from fees, fines, charges
*3453	School activity funds
3530	Insurance management
*3541.31	Privately owned vehicles
4143	Extra pay for extra work
*5125	Student records
*5126	Awards for achievement
*5131	Conduct/discipline
*5131.1	Harassment, intimidation and bullying
*5141.1	Accidents
*5141.3	Health examinations and immunizations
*5141.8	Sports related concussion and head injury
5143	Insurance
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6142.4	Physical education and health
*6145	Extracurricular activities
6145.4	Public performances and exhibitions
*6146	Graduation requirements

INTRAMURAL COMPETITION;
INTERSCHOLASTIC COMPETITION (continued)

*6147.1 Evaluation of individual student performance

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

Regulation

PRE-SEASON HEAT-ACCLIMATIZATION GUIDELINES

The Quinton Township Board of Education believes that athletics and other extracurricular activities are an important part of the curriculum of the district. However, it is most important that the health, safety and well-being of all students is ensured at all times. The board hereby directs the administration of the district to be aware of heat and humidity during athletic practices as well as other extracurricular activities students may be involved in. Administrators as well as teachers and staff members are directed to take any and all necessary precautions on behalf of the students.

During outdoor practices and contests in all sports, district employees, including administrators and other staff members, shall follow the following guidelines: noted below:

Wet Bulb Globe Temperature (WBGT) levels must be utilized at each practice. WBGT readings should be taken on the practice site a minimum of every hour, beginning 30 minutes before the beginning of practice or contest. All readings should be recorded or data logged.

Hydration and Rest Breaks Guidelines

- A. Rest time should involve unrestricted access to fluids (examples: water or electrolyte beverages);
- B. Sports requiring helmets (e.g. football, lacrosse, field hockey) should be removed during rest time;
- C. The site of the rest time should be in a shaded area;
- D. Ice towels, spray bottles filled with ice water or equivalent should be available to aid in the cooling process within the shaded area.

The above noted requirements shall be carried out by the coach or designated staff member overseeing the activity and who is responsible for overseeing the students. This may include administrators.

The following Wet Bulb Globe Temperature (WBGT) Chart shall be used as general guidelines by staff members, including coaches and administrators when determining the necessity for outdoor activities and practices.

Administrators shall have the responsibility to determine if and when it is necessary to implement these procedures.

Wet Bulb Globe Temperature (WBGT) Chart

WBGT Reading	Heat Illness Risk	Activity and Rest Guidelines
Under 80.0°F	Very Low Risk	Normal activities – Provide at least three separate rest breaks each hour of minimum duration of 3 minutes each during workout.
80.0°F – 85.0°F	Low Risk	Use discretion for intense or prolonged exercise; watch at-risk players carefully; Provide at least three separate rest breaks each hour with a minimum duration of 4

PRE-SEASON HEAT ACCLIMATION (regulations continued)

		minutes each.
85.1°F – 88.0°F	Moderate Risk	Maximum practice time is 2 hours, For Football: no protective equipment may be worn during practice. All protective equipment must be removed for conditioning activities. If the WBGT rises to this level during practice, players may continue to work out wearing football pants without changing into shorts. For Field Hockey Goalies: All protective equipment must be removed for conditioning activities. For All Sports: provide at least four separate rest breaks each hour with a minimum duration of 4 minutes each.
88.1°F – 90.0°F	High Risk	Maximum length of practice is 1 hour. For Football: no protective equipment may be worn during practice and there may be no conditioning activities. For All Sports: there must be 20 minutes of rest breaks distributed throughout the hour of practice.
Over 90.0°F	Very High Risk	No outdoor workouts. Delay practice until a cooler WBGT level is reached.

Adopted:
 NJSBA Review/Update:
 Readopted:

September 27, 2018
 June 2022

INTRAMURAL COMPETITION; INTERSCHOLASTIC COMPETITION

USE AND MISUSE OF OPIOID DRUGS FACT SHEET
STUDENT-ATHLETE AND PARENT/GUARDIAN SIGN-OFF

[The New Jersey Department of Education developed this template Student-Athlete Sign-Off Form in January 2018 to assist schools with adhering to state statute requiring student-athletes (and their parents/guardians, if the student is a minor) to confirm they have received an Opioid Fact Sheet from the school. School districts, approved private schools for students with disabilities, and nonpublic schools that participate in an interscholastic sports or cheerleading program should insert their district or school letterhead here.]

In accordance with N.J.S.A. 18A:40-41.10, public school districts, approved private schools for students with disabilities, and nonpublic schools participating in an interscholastic sports program must distribute this Opioid Use and Misuse Educational Fact Sheet to all student-athletes and cheerleaders. In addition, schools and districts must obtain a signed acknowledgement of receipt of the fact sheet from each student-athlete and cheerleader, and for students under age 18, the parent or guardian must also sign.

This sign-off sheet is due to the appropriate school personnel as determined by your district prior to the first official practice session of the spring season annually and prior to the student-athlete's or cheerleader's first official practice of the school year.

Name of School:

Name of School District (if applicable):

I/We acknowledge that we received and reviewed the Educational Fact Sheet on the Use and Misuse of Opioid Drugs.

Student Signature:

Parent/Guardian Signature (also needed if student is under age 18):

Date:

*Does not include athletic clubs or intramural events.

Fact Sheet: <http://www.nj.gov/education/students/safety/behavior/atd/opioid/FactSheet.pdf>

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6145.3

Policy

☐ Monitored
☐ Mandated
☒ Other Reasons

PUBLICATIONS

The Quinton Township Board of Education sponsors student publications as important elements of the instructional program. Students are encouraged to develop skills of written and verbal communication and to exercise the right to express their opinions freely and responsibly.

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

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

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

This policy shall be implemented in accordance with regulations to be developed by the superintendent. The regulations shall:

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

Websites

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

Adopted: January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

Publications, Student Publications

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:36-35	School Internet web sites; disclosure of certain student information prohibited
	<u>N.J.S.A.</u> 18A:54-20	Powers of boards (county vocational schools)
	<u>N.J.A.C.</u> 6A:8-3.1 <u>et seq.</u>	Implementation of the New Jersey Student Learning Standards

PUBLICATIONS (continued)

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

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

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

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

Possible

Cross References: *1111 District publications
5145 Rights
5145.2 Freedom of speech/expression
*5145.5 Photographs of students
*6142.10 Technology

*Indicates policy is included in the Critical Policy Reference Manual

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6146

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

Policy

GRADUATION REQUIREMENTS

In order to be graduated from the elementary district, and receive a State-endorsed, Quinton Township Board of Education diploma, a student must:

- A. Meet both state and district proficiency standards in the New Jersey Department of Education approved curriculum areas; achieve or exceed passing grade on New Jersey Department of Education approved State-wide high school proficiency assessment;
- B. Complete successfully any course requirements stated in the administrative code, unless those of the district are greater, in which case the district's standard must be met. The proficiencies required must include the New Jersey Student Learning Standards approved by the State Board of Education;

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

Transfer students must meet all state and local requirements in order to be promoted to the Salem High School.

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

Remediation and Basic Skills

Students who do not pass the New Jersey Department of Education approved statewide proficiency assessment, the elementary assessment component for grades three through five and the middle school components for grades six through eight shall be provided appropriate remediation.

English Language Learners

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

Special Education Students

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

A student who qualifies may take an alternate proficiency assessment approved by the New Jersey Department of Education, if alternate requirements have been specified in his/her IEP.

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

GRADUATION REQUIREMENTS (continued)

The basic plan of the IEP for the student exiting the elementary program will address all the elements required in the administrative code. The description of the educational program will include exemptions, if any, from regular education program options or state and local graduation requirements including the Department of Education approved statewide high school proficiency assessment, along with the rationale for the exemptions. The exemptions must be approved in writing by the superintendent.

Proficiency

In consultation with appropriate professional staff, the superintendent shall develop and present to the board for adoption indicators of achievement and standards of proficiency and attendance.

Adopted: December 10, 1985
 Revised: November 14, 1989, January 14, 1992, January 22, 2009
 NJSBA Review/Update: June 2022
 Readopted:

Key Words

High School Graduation, Early Warning Test, Graduation, Graduation Requirements, Option 2

<u>Legal References:</u> <u>N.J.S.A.</u> 18A:4-25	Prescribing minimum courses of study for public schools; approval of courses of study
<u>N.J.S.A.</u> 18A:7C-1	Commissioner of education to develop a program of standards and guidelines
<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
<u>N.J.S.A.</u> 18A:7C-4.1	Operation Recognition; purpose; eligibility; application procedure
<u>N.J.S.A.</u> 18A:7C-5.1	Boards of education prohibited from excluding students from graduation ceremony or from obtaining yearbook for inability to pay fees
<u>N.J.S.A.</u> 18A:7F-46	Review, update of the NJSLS, Educational Adequacy Report
<u>N.J.S.A.</u> 18A:33-1	District to furnish suitable facilities; adoption of courses of study
<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and courses
<u>N.J.S.A.</u> 18A:35-14.9	Student promotion and remediation; policies and procedures
<u>N.J.S.A.</u> 18A:36-17	Credit of seniors in active military and naval service, etc.
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-1.2,-2.1,-3.1,-3.3,-4.1,-4.2,-4.3,-5.1,-5.2	
<u>N.J.A.C.</u> 6A:13-1.1 <u>et seq.</u>	Programs and practices to support student achievement
<u>N.J.A.C.</u> 6A:14-3.7	Individualized education program
<u>N.J.A.C.</u> 6A:14-4.11	Graduation
<u>N.J.A.C.</u> 6A:15-1.11	Graduation requirements for English Language Learners
<u>N.J.A.C.</u> 6A:20-2.4	Graduation (adult education programs)
<u>N.J.A.C.</u> 6A:23A-9.5	Commissioner to ensure achievement of the New Jersey Student Learning Standards
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:33-1.1 <u>et seq.</u>	School turnaround and improvement

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

GRADUATION REQUIREMENTS (continued)

Every Student Succeeds Act of 2015, Pub.L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

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

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

Policy

ACCELERATION IN KINDERGARTEN TO GRADE 8

Acceleration to the next higher grade level may be considered as an educational option which meets and respects the developing nature of the individual student. This opportunity shall be offered to students in order to supplement their educational program with knowledge and skills which cannot be acquired in their existing program.

Determination of grade placement shall be made after careful consideration of teacher evaluation of student progress, results of standardized testing, the child's developmental needs and, to the extent possible, the wishes of the child's parents/guardians.

Acceleration can be for academic, social or developmental reasons, which respect the individual needs of the learner and his/her personal motivation. In exceptional circumstances, a student may be accelerated if it becomes evident that his/her capabilities are not fully challenged by the work, by the enrichment opportunities offered and by other district options.

Requests for acceleration, whether initiated by teachers or parents/guardians, will be referred to the appropriately trained professionals, including but not limited to the teacher and the school counselor, for consideration. Parental approval shall be required before a student shall receive any accelerated programs, including trial programs. Students shall be monitored in their accelerated program and may be returned to the general education program when the accelerated program fails to meet their needs.

Adopted: November 16, 2017
NJSBA Review/Update: June 2022
Readopted:

Key Words

Acceleration, Advancement

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:7B-12	District of residence; determination
	<u>N.J.S.A.</u> 18A:7C	High school graduation standards
	<u>N.J.S.A.</u> 18A:36-19a	Newly enrolled students; records and identification
	<u>N.J.S.A.</u> 18A:36-25.1	Proof of child's identity required for enrollment; transfer of record between districts
	<u>N.J.S.A.</u> 18A:38-5	Admission of students under age
	<u>N.J.S.A.</u> 18A:38-5.1	No child to be excluded from school because of race, etc.
	<u>N.J.S.A.</u> 18A:38-6	Time of admission of students; first school year
	<u>N.J.S.A.</u> 18A:44-2	Establishment of kindergarten; eligibility for admission
	<u>N.J.A.C.</u> 6A:22-1.1 <u>et seq.</u>	Entitlement to Attend School Based on Domicile or Student Residency
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:22-3.1, 3.2, 3.3, 3.4	
	<u>N.J.A.C.</u> 6A:23A-19.2, -19.3	Method of determining the district of residence
	<u>N.J.A.C.</u> 6A:32-8.2	School enrollment

Possible

<u>Cross References:</u>	*5111	Admission
	*5120	Assessment of individual needs
	*6142	Subject fields
	*6142.2	English as a second language; bilingual/bicultural

ACCELERATION IN KINDERGARTEN TO GRADE 8 (continued)

*6143 Curriculum guides

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

Regulation

ACCELERATION IN KINDERGARTEN TO GRADE 8

Acceleration shall be considered when:

- A. Acceleration would have a reasonable chance of benefiting the child;
- B. The student is achieving one or more grade levels above expected performance in reading and/or language arts and/or mathematics;
- C. Acceleration would not cause an undue social and emotional adjustment.

Procedures for Acceleration

- A. Identification of those students who are one or more grade levels above expected performance in the areas of reading, language arts, spelling, and mathematics;
- B. Review all academic records that would include the following:
 - 1. Reading folders;
 - 2. Math folders;
 - 3. Spelling tests;
 - 4. I.Q.;
 - 5. Report card grades;
 - 6. Any other appropriate records;
- C. Review and evaluation of the social, physical, and emotional characteristics by the classroom teacher, guidance counselor, superintendent or his or her designee and child study team when appropriate;

The following aspects should be followed:

- 1. Attendance record;
 - 2. Attention span;
 - 3. Completion of classroom assignments;
 - 4. Completion of homework;
 - 5. Relationship with peers;
 - 6. Health records;
- D. Notification of parents/guardians:
 - 1. If it appears that acceleration is possible, the parent/guardian shall be notified by the superintendent or his or her designee in writing, at whatever time in the year it is deemed feasible to do so;
 - 2. Relevant records shall be reviewed by the superintendent or his or her designee and classroom teacher(s) with the parent/guardian;
 - 3. Parents/guardians shall be notified no more than two weeks after of the mutual agreement between parents/guardians and school authorities of the decision to accelerate. This notification shall be in writing.

Adopted: November 16, 2017
NJSBA Review/Update: June 2022
Readopted:

QUINTON TOWNSHIP BOARD OF EDUCATION
Quinton, New Jersey

FILE CODE: 6146.2

Policy

☐	Monitored
☒	Mandated
☒	Other Reasons

PROMOTION/RETENTION

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

The superintendent shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels K-8. The regulations shall include:

- A. Standards of proficiency related to district goals and objectives and student proficiency;
- B. Standards of attendance, and provision for review of mastery;
- C. Timely efforts to help all students achieve acceptable levels of proficiency;
- D. Notification to parents and students, at appropriate times during the school year, of the student's progress in meeting the promotion and remediation standards;
- E. Immediate consultation with the student's parent or guardian if, in the teacher's judgment, there is any indication that the student's progress may not be sufficient to meet these standards;
- F. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- G. Procedures for involving parents/guardians, teachers and students, where appropriate, to participate in the development of the policy.

Progress reports for students in in bilingual, ESL, or English language services programs shall be made to parents/guardians on the same schedule as the reports of all students enrolled in the district. Progress reports shall be in writing and in both English and their primary speaking language unless doing so places unreasonable burden on the board.

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

Adopted: January 22, 2009
NJSBA Review/Update: June 2022
Readopted:

Key Words

Promotion, Retention, Bilingual

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:4-24	Determining efficiency of schools; report to state board
	<u>N.J.S.A.</u> 18A:7C-2	Boards of education; establishment of standards
	<u>N.J.S.A.</u> 18A:35-4.9	Student promotion and remediation; policies and procedures
	<u>N.J.A.C.</u> 6A:8-4.1	Statewide assessment system
	<u>N.J.A.C.</u> 6A:8-4.2	Documentation of student achievement
	<u>N.J.A.C.</u> 6A:8-5.1	Graduation requirements
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts

PROMOTION/RETENTION (continued)

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

Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

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

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

Regulation

PROMOTION AND RETENTION

The educational program shall be designed to meet the individual academic needs of each student while providing for the mastery of certain basic skills and knowledge. Students shall be placed at the grade level to which they are best adjusted academically, socially and emotionally. The education program shall provide for the continuous progress of pupils from grade to grade.

While students are expected to spend one year in each grade, occasionally a student may benefit from staying another year in the same grade. In cases where a student is considered for retention the following guideline shall apply.

Retention

Retention shall be considered when:

- A. Retention would have a reasonable chance of benefiting the child;
- B. The pupil is achieving one or more grade levels below expected performance in reading and/or language and/or mathematics;
- C. Retention would not cause an undue social and emotional adjustment.

Procedures for Retention

- A. Review and evaluation of the social, physical, and emotional characteristics by the classroom teacher, guidance counselor, basic skills teacher(s), superintendent or his or her designee and the child study team when appropriate;

The following aspects should be considered:

- 1. Attendance record;
 - 2. Attention span;
 - 3. Completion of classroom assignments;
 - 4. Completion of homework;
 - 5. Relationship with peers;
 - 6. Significant changes in academics and/or behavior;
 - 7. Serious personal/family conditions or relationships;
 - 8. Health records;
- B. Identification of those pupils who are one or more grade levels below expected performance in the areas of reading/language arts, spelling, and mathematics;
- C. Review all academic records that would include the following:
 - 1. Reading folders;
 - 2. Math folders;
 - 3. Spelling tests;
 - 4. I.Q.;
 - 5. Report card grades;
 - 6. Any other appropriate records (i.e. basic skills records, child study team records, etc.);

PROMOTION AND RETENTION (regulation continued)

D. Notification of parents:

1. Guidelines indicating expected levels of achievement for promotion are disseminated to the parents/guardians at the November conferences with the teachers; the parent signs this written form and is given a copy. The original is retained by the teacher in the child's reading folder;
2. If it appears that retention is possible, the parent shall be notified by the superintendent or his or her designee prior to the completion of the second marking period (separate for kindergarten, conference will be held);
3. Relevant records shall be reviewed with the parent/guardian during parent/teacher conferences in February by the classroom teacher and, where appropriate, the basic skills teacher(s);
4. In addition to notifying parents/guardians verbally at the parent/teacher conferences in February, written notification of the child's present achievement record along with expected levels of achievement from promotion are disseminated; the parent/guardian shall sign this written form and is given a copy. The original is retained by the teacher in the child's reading folder;
5. At the end of the third quarter, if retention of the kindergarten pupil still seems likely, a second letter will be sent;
6. Directly following February conferences an analysis of each possible retainee's needs shall be done by the superintendent or his or her designee, staff, and support staff and a program of improvement is developed, such as:
 - a. Additional reading instruction;
 - b. Additional math instruction;
 - c. Provision of reinforcement materials for the parents to assist the child;
 - d. Referral to guidance counselor;
 - e. Referral to child study team, if necessary;
 - f. Periodic checks with parent by teacher to determine progress being made by the child;
7. The child's subsequent progress shall be reviewed by the teacher at parent conferences in April;
8. A form is given to the parents at the April conferences that again indicates the expected levels of achievement for promotion and the actual level of the child's current achievement; the parent signs this written form and is given a copy. The original is retained by the teacher in the child's reading folder, at this time the parent is then informed if retention is highly probable;
9. Directly following the April conferences a further review of the child's status will take place between the superintendent or his or her designee, staff, and support staff; additional services will be provided as needed;
10. Prior to the end of the school year, the superintendent or his or her designee shall meet with any parents/guardians who do not agree with the decision and/or need further explanations of why the child should be retained. The child's total record will be reviewed with them before making a final determination.
11. Parents shall be notified prior to the end of the school year by the superintendent or his or her designee in writing, of the decision to retain.

Adopted:	October 23, 2008
Revised:	January 5, 2017
NJSBA Review/Update:	June 2022
Readopted:	