

2330 HOMEWORK

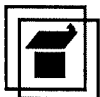
The Board of Education acknowledges the educational validity of work assigned to pupils for completion outside the classroom as an adjunct to and extension of the instructional program of the schools.

The Superintendent shall develop regulations for the assignment of homework according to these guidelines:

1. Homework should be a properly planned part of the curriculum, extending and reinforcing the learning experience of the school;
2. Homework should help children learn by providing practice in the mastery of skills, experience in data gathering and integration of knowledge, and an opportunity to remediate learning problems;
3. Homework should help develop the pupil's responsibility and provide an opportunity for the exercise of independent work and judgment;
4. The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the pupil and take into account other activities that make a legitimate claim on the pupil's time;
5. As a valid educational tool, homework should be clearly assigned and its product carefully evaluated and that evaluation should be reported to the pupil;
6. The schools should recognize the role of parent(s) or legal guardian(s) by suggesting ways in which parent(s) or legal guardian(s) may assist the school in helping a child carry out assigned responsibilities;
7. Homework should always serve a valid learning purpose; it should never be used as a punitive measure.
8. **An independent reading practice log shall be used in grades 3-8 to monitor student reading practices and create a reading connection between home and school.**

Adopted: January 24, 2006

Revised: January 21, 2026



2340 FIELD TRIPS

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

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

The Board of Education shall consider field trips which are included in curriculum guides to have been approved in advance. All trips not listed in the curriculum guide must be individually approved by the Superintendent.

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

1. All trips, and the arrangements for them, must have advance approval from the Building Principal;
2. Costs must be ascertained;
3. Each child who goes on a field trip or excursion must have written parental permission;
4. Pupil safety must be of prime concern, and adequate supervision must be provided by staff aided by other adult chaperones if necessary; and
5. All trips must be well-planned, properly timed, and related to regular learning activities, or to district goals and objectives.
6. School trips exceeding one hour in duration and/or that travel to a state outside of New Jersey may use charter buses with bathroom facilities. ~~Parents must be notified when charter buses are used that these buses do not have seat belts.~~ The parental permission slip shall include notification about ~~lack of seat belts whenever~~ charter buses are **being** used.

The Board shall bear all expenses of field trips included in the curriculum guides. Parent(s)/legal guardian(s) may be asked to bear the expense of all other excursions. No pupil is to be denied the right to participate because of inability to pay.



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FIELD TRIPS

The Superintendent shall develop guidelines for planning trips suitable to the various grade levels, and regulations governing frequency, distance and expense.

The Board does not endorse, support or assume liability in any way for any staff member of this district who takes pupils on trips not approved by the Board. No staff member may solicit pupils of this district for such trips within the facilities or on the school grounds of this district without Board permission.

Adopted: January 24, 2006

Revised: July 24, 2007

Revised: January 21, 2026



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN HIGH NEED
SCHOOL DISTRICTS (M)

2414 PROGRAMS FOR PUPILS AT RISK-PROGRAMS AND SERVICES FOR
STUDENTS IN HIGH POVERTY AND IN HIGH NEED SCHOOL DISTRICTS (M)

M

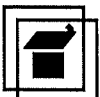
The Board of Education recognizes that certain conditions place children at risk of not acquiring the knowledge, skills, behaviors, and attitudes necessary for school success, school completion, and successful functioning as an adult in society.

A "pupil at risk" means a pupil who is in danger of failure to achieve the New Jersey Core Curriculum Content Standards and the high school graduation requirements or dropping out of school because of specific cognitive, affective, economic, social, and/or health needs. The conditions that may place a pupil at risk include the pupil's failure to acquire the essential skills needed to stay on grade level or the pupil's performance below minimum levels of proficiency; history of adjustment or behavioral problems; placement on long-term suspension for violation of school rules; history of poor school attendance; being limited in English language proficiency; being disruptive or disaffected; pregnancy or parenthood; failure to qualify for promotion or graduation; condition of poverty as defined by his/her eligibility for free meals or free milk and/or exhibiting other characteristics identified by the Board.

Programs and services for pupils at risk shall meet the goals of:

1. Enhancing the health, self-esteem, and acquisition of the life skills necessary for age-appropriate development and productive functioning in the school setting and society;
2. Identifying and assisting pupils who are not meeting standards for behavior and achievement in areas such as attendance, conduct, and mastery of the curriculum, as well as performing below state minimum levels of proficiency; and
3. Improving the school climate so that pupils experience school as a safe, supportive, and disciplined place where academic and interpersonal growth and learning can take place.

Programs and services for pupils at risk may be offered during the regular school day, beyond the regular school day, or during the summer. Any such programs and services that do not require the services of a teaching staff member or cannot be reasonably accommodated in the school setting may be delivered by qualified persons



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~~who are not necessarily certified but are supervised by appropriately certified teaching staff members.~~

~~The Board shall provide staff training necessary to implement the programs and services for pupils at risk.~~

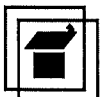
~~N.J.A.C. 6:8-1.1 et seq.~~

High poverty school districts are required to provide programs and services that address class size and Kindergarten programs. High need school districts are required to provide programs and services that focus on improving instruction in literacy and mathematics.

A high poverty school district for the purposes of this policy means a school district in which forty percent or more of the students are "at risk" as defined in N.J.S.A. 18A:7F-45. Class size in high poverty school districts shall not exceed twenty-one students in grades Kindergarten through three, twenty-three students in grades four and five, and twenty-four students in grades six through twelve. However, if the district chooses to maintain lower class sizes in grades Kindergarten through three, class sizes in grades four and five may be equal but not exceed twenty-five students. Exceptions to these class size requirements are permitted for some physical education and performing arts classes, where appropriate. High poverty school districts shall maintain all existing full-day Kindergarten programs with a teacher's aide for each classroom. Class size for these Kindergarten classrooms shall not exceed twenty-one students.

High need school districts for the purpose of this policy are high poverty school districts that are below proficiency levels on State assessments as outlined in N.J.A.C. 6A:13-3.3(a). The New Jersey Department of Education shall identify the list of high need school districts based on State assessment results and shall promptly notify the districts that are classified as high need. In the first school year immediately following such identification as a high need school district, the district shall begin planning for implementation of, and shall implement where possible, the designated program(s). In the subsequent year following identification as a high need school district, the district shall fully implement the designated program(s). High need school districts, once identified, shall remain in that status and shall continue to implement the designated program(s) for a minimum of three years.

High need school districts where less than eighty-five percent of total students have achieved proficiency in language arts literacy on the New Jersey Assessment of



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Skills and Knowledge (NJ ASK) 3 shall provide an intensive early literacy program for preschool to grade three to ensure that all students achieve proficiency on State standards in accordance with the requirements of N.J.A.C. 6A:13-3.4(a).

High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8 shall implement an intensive literacy program for grades four through eight in accordance with the requirements of N.J.A.C. 6A:13-3.4(b).

High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the high school State assessment shall implement a language arts literacy program aligned with college preparatory English I, II, III, and IV for grades nine through twelve that incorporates the elements in N.J.A.C. 6A:13-3.4(b) with the exception of providing a double period of language arts literacy.

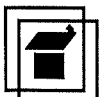
High need school districts in which less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4 shall implement a comprehensive program for mathematics education that prepares students in grades three through four for success in higher order mathematics including the components as outlined in N.J.A.C. 6A:13-3.5(b).

High need school districts where less than eighty percent of total students have not achieved proficiency in mathematics on the NJ ASK 8 shall implement a comprehensive program for mathematics education that prepares all students in grades five through eight for success in Algebra at the high school level and that incorporates the elements in N.J.A.C. 6A:13-3.5(b).

High need school districts where eighty percent or more of total students have not achieved proficiency in mathematics on the high school State assessment shall implement a comprehensive program for mathematics education for grades nine through twelve which incorporates the elements in N.J.A.C. 6A:13-3.5(b) and that is aligned to course expectations as required to meet graduation requirements.

N.J.A.C. 6A:13-3.1; 6A:13-3.2; 6A:13-3.3; 6A:13-3.4; 6A:13-3.5

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Revised: January 21, 2026



2430 CO-CURRICULAR ACTIVITIES (M)

M

The Board of Education believes that the goals and objectives of this district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular instructional program of the school. The purpose of such co-curricular activities shall be to develop leadership capacities and good organizational skills, to aid in the socialization of pupils, and to enable pupils to explore a wider range of individual interests than might be available in the regular curricular program.

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of co-curricular activities for pupils in grades **kindergarten** ~~six~~ through eight. The Board shall maintain the program of co-curricular activities at no cost to participating pupils, except **in situations where an outside vendor may provide the co-curricular opportunity or** that pupils may be required to provide supplies in accordance with Board Policy No. 2520 ~~on instructional supplies and~~ **p**Pupils may be required to assume all or part of the costs of travel and attendance at co-curricular events and trips.

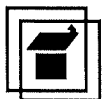
For purposes of this policy, co-curricular activities are those activities conducted on or off school premises by clubs, associations, and organizations of pupils sponsored by the Board and do not include athletic competitions and practices. Co-curricular activities must be related to the curriculum but are not offered for credit toward promotion or graduation and are ordinarily conducted wholly or partly outside the regular school day.

The Board will permit the use of school facilities by organizations of pupils during pupil activity periods.

No co-curricular 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.

Pupils shall be fully informed of the co-curricular activities available to them and of the eligibility standards established for participation in co-curricular activities. Co-curricular activities shall be available to all pupils who voluntarily elect to participate.

The Superintendent shall prepare procedures to implement a co-curricular program and shall assess the needs and interests of the pupils of this district and provide



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for the continuing evaluation of the co-curricular program. **Co-curricular programs shall only be available to students enrolled in the district.**

39 U.S.C.A. 1701 et seq.
N.J.S.A. 18A:11-3; 18A:42-2; 18A:42-5

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2440 SUMMER SCHOOL AND PROGRAMS

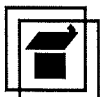
The Board may initiate summer programs under the administration of the Superintendent to meet the needs of students for remedial work, enrichment or other program-related needs. **This may include assignments for summer reading (grades 6-8) and students moving into an Advanced or Honors math class.** Enrichment programs may also be developed in conjunction with other local agencies.

The Board will act on summer programs annually.

Parent(s) or legal guardian(s) of pupils who failed during the eighth grade experience will be required to pay any tuition costs to receive credit for the eighth grade experience in summer school not operated by the Readington School District.

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2551 MUSICAL INSTRUMENTS

The Board of Education **shall not be obligated to** ~~will~~ purchase and maintain a supply of musical instruments for pupils enrolled in the instrumental music program. **The Board of Education will purchase and maintain a supply of instruments for students who meet a specific threshold on the Free/Reduced Lunch list. The Board also maintains a supply of larger instruments for student loan at no cost to the parent.**

Instruments will be loaned only to those pupils whose parent(s) or legal guardian(s) has agreed in writing to assure the safe return of the instrument and to bear the cost of necessary repairs.

No fee will be charged for the loan of district-owned musical instruments.

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