

2200 CURRICULUM

In accordance with N.J.A.C. 6A:8-3.1, the Board of Education shall ensure curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (NJSLS). The Board also shall ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, for multilingual learners (ML), for students enrolled in alternative education programs, and for students identified as gifted and talented.

The words and terms used in this Policy shall have the meanings as defined in N.J.A.C. 6A:8-1.3.

The Board shall encourage the active involvement of representatives from the community, including representatives from the local workforce and higher education, in the development of educational programs aligned with the NJSLS. The Board shall make all approved curriculum pacing guides and citations for core instructional materials publicly available pursuant to N.J.A.C. 6A:8-3.1(a)3.

The Board shall be responsible for the progress of all students in developing the knowledge and skills specified by the NJSLS, including all content areas not currently included in the Statewide assessment program.

The Board shall be responsible for the delivery of educational programs at all grade levels in the district using a coherent sequence of activities to prepare all students for college, careers, and civic life upon their graduation. Examples of such programs include, but are not limited to, academic programs; career and technical education programs; two-way bilingual immersion; heritage language education; and/or magnet programs. The Board shall implement educational programs that prepare all students for success in college, careers, and civic life, including, if applicable, the Kindergarten through grade eight development of academic skills integral to success in high school courses. When applicable, the Board shall provide students with access to advanced coursework. The Board shall develop, implement, and regularly evaluate strategies that identify, support, and encourage all student groups to enroll in and succeed in advanced coursework.

In accordance with N.J.A.C. 6A:8-3.2, the Board shall provide all students enrolled in the district with the opportunity to attain the goals of an NJSLS-based curriculum in an educational environment that is designed to meet their needs. The Board shall create curriculum, customize instructional adaptations, allocate resources to provide equitable access to courses, programs, and experiences, and build student-centered learning environments that meet the NJSLS. The Board shall provide all students with disabilities an educational program aligned with the NJSLS, as



well as the required individualized accommodations, instructional adaptations, and/or modifications as specified in a student's IEP or 504 plan. The Board shall be responsible for identifying students as gifted and talented and shall provide them with appropriate instructional adaptations and services as defined at N.J.S.A. 18A:35-35. The Board shall provide language instruction educational programs in accordance with N.J.A.C. 6A:15.

In accordance with N.J.A.C. 6A:8-3.3, the Board shall actively assist and support professional learning for teachers, educational services staff, and school leaders, including the district's plan and additional professional learning requirements at N.J.A.C. 6A:9C-3.

The Board shall provide to teachers, educational services staff, and school leaders professional learning on the following, when applicable:

1. The use of student and school performance data to provide insights into the strengths and areas for growth to improve the quality of instruction that students receive;
2. Evidence-based literacy instruction in accordance with N.J.S.A. 18A:6-142. through 18A:6-150.;
3. The content knowledge, instructional strategies, and collaborative skills needed to meet the needs of students with disabilities required at N.J.A.C. 6A:14;
4. The needs and educational development of students identified as gifted and talented; and
5. All additional statutory and regulatory requirements.

In accordance with N.J.A.C. 6A:8-2, the Board shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs pursuant to N.J.A.C. 6A:8-3.4(a). The Board shall design curriculum that is comprehensive and meets the developmental needs of students at each grade level through complete alignment with the NJSLs. The curriculum shall be designed to prepare students for success in higher education, careers, and civic life by addressing essential academic subjects, fostering critical thinking, promoting social and emotional growth, and providing opportunities for creativity and contextual learning. The Board shall include interdisciplinary connections throughout the curriculum at every grade level in the district.



The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2200. The Superintendent or designee shall develop a procedure to address and eliminate any possible bias in the curriculum as programs, courses of study, and instructional materials that comprise the district's curriculum shall be designed to eliminate discrimination on the basis of any of the protected categories listed at N.J.A.C. 6A:7-1.1(a) and promote understanding and mutual respect between children.

In accordance with N.J.A.C. 6A:8-3.4(d), the Board shall provide educators with the time and resources to develop, review, and enhance contextual learning, supportive curricula, and instructional tools for helping students develop required knowledge and skills. The tools shall include, but are not limited to:

1. Curriculum designed and implemented to meet grade or grade-level expectations and graduation requirements;
2. List of core instructional and supplemental materials, including grade level-appropriate texts and decodable texts for emergent readers;
3. Integrated accommodations and modifications for students with disabilities; MLs; students identified as gifted and talented; students not at grade-level proficiency; and students with 504 plans;
4. Assessments, including, formative; summative; benchmark; and alternative assessments;
5. Universal literacy screeners and related instructional materials, as appropriate and as defined at, and required pursuant to, N.J.S.A. 18A:6-142. through 18A:6-150.;
6. Pacing guides; and
7. Opportunities for interdisciplinary connections and contextual learning.

The Superintendent shall establish an in-district team to develop a corrective action plan if the district is found to be in noncompliance with N.J.A.C. 6A:8-3. The in-district team shall consist, at a minimum, of district administrators, curriculum supervisor(s), and educators certified in one or more of the identified areas of noncompliance.

The corrective action plan shall include, but not be limited to, the following:



1. The curricular, policy, or programmatic changes to be implemented, including, but not limited to, changes to curriculum frameworks and other required course revisions;
2. The individual(s) responsible for addressing each change identified at N.J.A.C. 6A:8-3.5(e)1. and 1. above;
3. Specific timelines for the completion of each change identified at N.J.A.C. 6A:8-3.5(e)1. and 1. above; and
4. Alignment with, and incorporation of or references to, the relevant provisions of all applicable State and Federal plans.

Within sixty days of the district's receipt of the Commissioner's written notification pursuant to N.J.A.C. 6A:8-3.5(c), the Superintendent shall present the corrective action plan to the Board for approval.

1. The Board shall review and approve the corrective action plan.
2. The Superintendent shall submit to the Commissioner, or the Commissioner's designee, the corrective action plan approved by the Board.

The Commissioner, or the Commissioner's designee, shall review the corrective action plan and notify the Superintendent if the plan is acceptable. The Superintendent shall implement the corrective action plan within thirty days of the Commissioner's written notification pursuant to N.J.A.C. 6A:8-3.5(g). The Commissioner, or the Commissioner's designee, shall review and verify the district's implementation of the corrective action plan.

When a corrective action plan is not submitted, it is determined by the Commissioner, or the Commissioner's designee, to be unacceptable, or it is not implemented, the Commissioner shall notify the Superintendent of the action(s) that the Commissioner intends to take pursuant to State law, rules, and regulations.

N.J.S.A. 18A:6-142. through 18A:6-150.;
18A:35-35.

N.J.A.C. 6A:8-3.1; 6A:8-3.2; 6A:8-3.3; 6A:8-3.4; 6A:8-3.5

Adopted: 2026-08-25



2411 CAREER EDUCATION AND ACADEMIC COUNSELING

The Board of Education shall develop and implement a comprehensive system for the delivery, to all students, of guidance and academic counseling that facilitates career awareness, exploration, and preparation pursuant to N.J.A.C. 6A:8-6.1.

The words and terms used in this Policy shall have the meanings as defined in N.J.A.C. 6A:8-1.3.

A. Comprehensive System of Guidance and Academic Counseling

1. The system for the delivery, to all students, of guidance and academic counseling that facilitates career awareness, exploration, and preparation shall:
 - a. Be consistent with the New Jersey Student Learning Standards (NJSLS);
 - b. Take into consideration the 2019 American School Counselor Association's National Standards for School Counseling Programs, incorporated herein by reference, as amended and supplemented;
 - c. Be infused throughout the curriculum as appropriate for all students;
 - d. Be supported by professional learning programs;
 - e. Provide developmental career guidance and academic counseling, aligned with the NJSLS, 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; and
 - (3) Develop students' understanding of the relationships among academic attainment, career development, and personal/social development; and
 - f. Specify the delivery format, which may include:



- (1) An integrated curriculum that is based on the NJSLS and provides students with the opportunity to engage in contextual learning, service learning, and/or work-based learning to acquire information about their career interests and/or take advanced coursework linked to their career interests; and/or
- (2) Specialized programs that reflect the needs of students and the community.

B. Students With Disabilities

For students with disabilities beginning at age fourteen or younger, if determined appropriate by the IEP team, the Board shall ensure that career guidance and academic counseling are coordinated with transition services provided in accordance with N.J.A.C. 6A:14-3.7.

C. Fulfillment of the NJSLS

1. In fulfillment of the NJSLS, the Board shall develop and implement the following for all students:
 - a. Curriculum and instructional methods that:
 - (1) Include the integration of technological literacy, consistent with the NJSLS;
 - (2) Include the integration of information literacy, consistent with the NJSLS and delivered in partnership by school library media specialists and classroom educators, pursuant to N.J.S.A. 18A:7F-4.4. through 18A:7F-4.7.;
 - (3) Provide an understanding of the career applications of knowledge and skills learned in the classroom; and
 - (4) Provide opportunities to apply knowledge and skills learned in the classroom to real or simulated career challenges.
 - b. A system of career development activities that:
 - (1) Offers the opportunity to more fully explore career interests that are linked to the NJSLS, pursuant to N.J.A.C. 6A:19 – Career and Technical Education Programs and Standards;



- (2) Provides the appropriate format for offering career-development activities based on school district resources, community needs, and student interest;
- (3) Identifies the delivery format, which may include:
 - (a) An integrated curriculum that is based on the NJSLS and provides students the opportunity to acquire information about their career interests and/or take advanced coursework linked to their career interests; or
 - (b) Specialized programs that reflect the needs of students and the community; and
- (4) Instills the concept of the need for continuous learning throughout life.

D. Work-Based Learning Experiences

- 1. The Board shall offer high school students the opportunity to more actively explore career interests by participating in work-based learning experiences aligned to the NJSLS.
 - a. Work-based learning experiences shall give students opportunities to demonstrate and apply academic knowledge in authentic settings and to develop career and personal/social goals.
 - b. Students may voluntarily select work-based learning experiences that:
 - (1) Are co-curricular or extra-curricular activities; and
 - (2) Take place within the district, at a work site, or in the community, in accordance with N.J.A.C. 6A:19-6.4.
 - c. The Board shall ensure students participating in school-sponsored external work-based learning experiences, either paid or unpaid:
 - (1) Are supervised by school personnel, in accordance with N.J.A.C. 6A:9B-14.19 and 14.20; and



- (2) Are in approved programs compliant with Federal and State law.

E. Enrollment in College Courses

1. The Board shall develop, implement, and regularly evaluate strategies that identify, support, and encourage students from diverse backgrounds to enroll in and succeed in college courses pursuant to N.J.A.C. 6A:8-6.2.
2. The Board may enter into a dual enrollment agreement with one or more public institutions of higher education, in accordance with N.J.S.A. 18A:61C-10., to increase the availability of college-level instruction for high school students.
3. Credits earned by students shall be accepted at all New Jersey public higher education institutions, pursuant to N.J.S.A. 18A:61C-11.
4. The Board may participate in the Twelfth Grade Postsecondary Transition Year Pilot Program, pursuant to P.L. 2023, c.272, through a competitive grant award contingent upon available funds held within the Innovation Dual Enrollment II Fund.]

F. Guidance and Academic Counseling

The Board's comprehensive system for the delivery, to all students, of guidance and academic counseling that facilitates career awareness, exploration, and preparation shall involve the coordinated efforts of all teaching staff members under the leadership of certified school counselor(s).



G. Evaluation

1. The program of career education and academic counseling will be reviewed annually to determine its strengths and weaknesses. The following information to be reviewed may include, but is not limited to:
 - a. An annual record of graduate placements in post-secondary situations;
 - b. Assessments of past graduates as to the effectiveness of guidance services received in the high school;
 - c. Results of surveys of parents and staff evaluations of guidance services;
 - d. Analysis of the effectiveness of outside referrals;
 - e. Assessments by persons not employed in the school district and experts in the field of career education and academic counseling;
 - f. Personal evaluations of the career education and academic counseling staff members to identify weaknesses in the administration of the program; and
 - g. Any additional information that assists in determining the strengths and weaknesses of the career education and academic counseling program in the district.

N.J.S.A. 18A:7F-4.4. through 18A:7F-4.7.;
18A:61C-10.; 18A:61C-11.

N.J.A.C. 6A:7-1.1; 6A:7-1.3; 6A:7-1.7; 6A:8-6.1; 6A:8-6.2;
6A:19-1.1 et seq.

Adopted: 2026-08-25



5200 ATTENDANCE (M)

M

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the school district attend school regularly in accordance with the laws of the State.

For the purpose of this Policy and Regulation 5200, “parent” means the natural parent(s), adoptive parent(s), legal guardian(s), resource family parent(s), or surrogate parent(s) of a student. When parents are separated or divorced, “parent” means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, “excused” and “unexcused” student absences, for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit is a Board decision outlined in N.J.A.C. 6A:16-7.6 and Policy and Regulation 5200. In accordance with the provisions of N.J.A.C. 6A:16-7.6 and for the purposes of Policy and Regulation 5200, a student’s absence from school will either be excused or unexcused. All absences may count toward truancy in accordance with district policy and regulations, state law, and Department of Education regulations.

A parent or adult student shall provide advance notice to the school prior to the student being absent from school. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student’s absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student’s parent to notify the parent of the absence and determine the reason for the absence.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. In accordance with N.J.S.A. 18A:36-14, a student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and



may result in retention at grade level or loss of credit or removal from a course that would count toward the high school diploma in accordance with policies of this Board.

Students shall be subjected to the school district's response for absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.6(a)4. and Regulation 5200.

Absences from school or from classes within the school day may subject a student to consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of the Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in the removal of the student from a class or course of study.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements the Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

N.J.S.A. 18A:36-14; 18A:36-25.6; 18A:38-25; 18A:38-25.1;
18A:38-25.2; 18A:38-26

N.J.S.A. 34:2-21.1 et seq.

N.J.A.C. 6A:16-7.6; 6A:30-5.2; 6A:32-8; 6A:32-13

Adopted: 2025-08-25



5230 LATE ARRIVAL AND EARLY DISMISSAL

The Board of Education requires that students be in attendance for the full school day in order to benefit from the instructional program. That requirement will be waived only when compelling circumstances require that a student be late to school or dismissed from school before the end of the school day.

The administration may excuse for cause the late arrival and early dismissal of a student on the prior written request of the student's parent(s) or legal guardian(s).

No student will be permitted to leave the school before the end of the school day except in the presence of the student's parent(s) or legal guardian(s), or an agent of the parent(s) or legal guardian(s) who has written authorization, or in the custody of agents of the State acting in their legal capacity, or an 18 year old student at the discretion of the administration and with written authorization of the student's legal guardian.

The Principal shall maintain a record of the parent(s) or legal guardian(s) of each student. If one parent has been assigned custody of the student by court order or separation agreement and wishes to limit the noncustodial parent's access to the student, the parent in custody must inform the Principal of any such limitation and may request that his/her authorization be required before the noncustodial parent is granted access. In the absence of such notice, the Principal will presume that a student may be released into the care of either parent.

A student who suffers an incapacitating medical disability will be released from school only in the presence of an adult.

Adopted: 2026-08-25



5240 TARDINESS

The Board of Education believes that promptness is an important element of school attendance. Students who are late to school or to class miss essential portions of the instructional program and create disruptions in the academic process for themselves and other students.

Tardiness to school or class may be excused at the discretion of the administration for documented good cause or as required by law or as directed by state regulations. All other incidents of tardiness will be considered unexcused.

Unexcused tardiness from school in excess of the minimum requirements for calculating a school day or unexcused tardiness from class in excess of ten minutes will equal one unexcused absence for the purpose of calculating unexcused absences for application of Board Policy No. 5410 on promotion and Policy No. 5460 on high school graduation.

A student who develops a pattern of tardiness, excused or unexcused, will be offered counseling with an appropriate staff member to determine the cause of the tardiness.

N.J.S.A. 18A:36-14; 18A:36-15; 18A:36-25 et seq.

Adopted: 2026-08-25



5460 HIGH SCHOOL GRADUATION

For a State-endorsed diploma, the Board of Education shall develop, adopt, and implement local graduation requirements that prepare students for success in postsecondary degree programs, careers, and civic life, that are delivered by educators who are appropriately certified within each of the New Jersey Student Learning Standards (NJSLS) content areas, and that include the requirements outlined in N.J.A.C. 6A:8-5.1.

The words and terms used in this Policy shall have the meanings as defined in N.J.A.C. 6A:8-1.3.

As defined in N.J.A.C. 6A:8-1.3, “credit” means the award for the equivalent of a class period of instruction, which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2. and A.2. below.

A. High School Graduation Requirements

1. Participation in a local program of study of not fewer than 120 credits in courses designed to meet all of the NJSLS, including, but not limited to, the following credits:
 - a. At least twenty credits in English language arts (ELA), aligned to grade nine through twelve standards;
 - b. At least fifteen credits in mathematics, including algebra I or the content equivalent; geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and careers;
 - c. At least fifteen credits in evidence-based science courses that develop proficiency with the full range of grades nine through twelve NJSLS for science, which shall include the disciplines of physical science; life science; earth and space sciences; and engineering, technology, and applications of science;
 - d. At least fifteen credits in social studies, including satisfaction of N.J.S.A. 18A:35-1. and 18A:35-2.; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;



- e. At least two and one-half credits in financial, economic, business, and entrepreneurial literacy;
 - f. At least three and three-quarters credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, pursuant to N.J.S.A. 18A:35-5., 18A:35-7., and 18A:35-8.;
 - g. At least five credits in visual and performing arts;
 - h. At least five credits in world languages or student demonstration of proficiency as set forth at N.J.A.C. 6A:8-5.1(a)2.v.(2) and A.2.e.(2) below;
 - i. Technological literacy, consistent with the NJSLs, integrated throughout the curriculum;
 - j. At least five credits in career readiness or career and technical education; and
 - k. Electives as determined by the high school program sufficient to total a minimum of 120 credits.
2. The 120-credit requirement set forth in N.J.A.C. 6A:8-5.1(a)1. and in A.1. above may be met through program completion of a range of experiences that enable students to pursue a variety of individualized student learning opportunities, as follows:
- a. The Board may establish general policies and procedures for the implementation of individualized student learning opportunities that meet the NJSLs, as well as any performance or competency assessment that will be used to determine student completion of programs.
 - (1) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting the NJSLs and intended to supplant NJSLs-based courses shall:
 - (a) Be designed, approved, and delivered by appropriately certified educators, except as follows:



- (i) For approved career and technical education programs and work-based learning experiences, individualized student learning opportunities shall be designed, approved, and supervised by appropriately certified educators in accordance with N.J.A.C. 6A:19-6.4, 6A:9B-14.19, and 6A:9B-14.20; or
 - (ii) For dual enrollment, individualized student learning opportunities shall be reviewed and approved by appropriately certified educators;
 - (b) Include demonstration of student competency approved by appropriately certified educators;
 - (c) Be certified for completion based on the Board process adopted in accordance with N.J.A.C. 6A:8-5.1(a)2.v. and A.2.e. below; and
 - (d) Be on file in the district and subject to review by the Commissioner of Education or the Commissioner's designee.
- (2) Group programs based upon specific instructional objectives aimed at meeting the NJSLS shall be permitted pursuant to N.J.A.C. 6A:8-5.1 and shall be approved in the same manner as other approved courses.
- b. A Board that establishes a process pursuant to N.J.A.C. 6A:8-5.1(a)2.i. and A.2.a. above shall:
- (1) Provide programs and related assessments based on specific instructional objectives aimed at meeting the NJSLS and overseen by educators appropriately certified within each aligned content area;
 - (2) Approve group programs in the same manner as other courses;
 - (3) Provide equitable access pursuant to N.J.A.C. 6A:7 – Managing for Equity in Education;



- (4) Develop policies that clearly address student safety, transportation, tuition, and fee requirements and comply with applicable laws and rules as set forth at N.J.A.C. 6A:19-14.2; and
 - (5) Consider the need for procedures that are consistent with the Board's employment practices, including criminal background checks in accordance with N.J.S.A. 18A:6-7.1.
- c. Coursework and experiences may bear credit for core academic courses or elective coursework. The Board may establish policies that:
 - (1) Allow the granting of credits for summer courses that replace traditional courses;
 - (2) Allow the granting of credits for work-based learning experiences, including, but not limited to, internships, apprenticeships, and service-learning;
 - (3) Limit opportunities to only courses that are not offered to all students by the Board; and
 - (4) Prioritize opportunities that are more experiential in nature and not designed to meet the course requirements at N.J.A.C. 6A:8-5.1(a)1. and A.1. above.
- d. Boards that allow the granting of credit for experiences designed to supplant courses required for graduation as set forth at N.J.A.C. 6A:8-5.1(a)1. and A.1. above shall document the experiences' substantial equivalency with the identified NJSLs and locally adopted curriculum designed to meet the requirements at N.J.A.C. 6A:8-5.1(a)1. and A.1. above. The documentation shall be subject to review, in accordance with N.J.A.C. 6A:30, including the instruction and program indicators at 6A:30 Appendices A and B.
- e. The Board shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting the NJSLs at the high school level, including standards achieved by means of the individualized student learning opportunities set forth at N.J.A.C. 6A:8-5.1(a)2. and A.2. above. Such programs or assessments may occur all, or in part, prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.



- (1) The Board shall choose assessments that are aligned with the NJSLs and may include locally designed assessments.
 - (2) The Board shall determine if students have achieved the level of language proficiency designated as Novice-High as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the NJSLs through either New Jersey Department of Education (NJDOE)-approved proficiency assessments or NJDOE-approved locally designed competency-based assessments;
- f. The Board shall establish a process to approve postsecondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), International Baccalaureate (IB), or concurrent/dual enrollment at accredited higher education institutions.
 - (1) The Board shall award credit for successful completion of an approved, accredited college course that ensures achievement of knowledge and skills that meets the NJSLs.
3. Local student attendance requirements;
4. Any other local requirements established by the Board.
5. Any statutorily mandated requirements for earning a high school diploma;
6. For students in the graduating classes of 2026 and 2027, completion of a financial aid application in a form prescribed by the Higher Education Student Assistance Authority, including, but not limited to, the Free Application for Federal Student Aid (FAFSA) or the New Jersey Alternative Financial Aid Application, or be exempted from the requirement in accordance with procedures set forth at P.L. 2023, c.295 and P.L. 2025, c.95 pursuant to N.J.A.C. 6A:8-5.1(a)6.;



7. Pursuant to N.J.A.C. 6A:8-5.1(a)7., the requirement that all students demonstrate proficiency by achieving a passing score on the ELA and mathematics components of the State graduation proficiency test or through the alternative means at N.J.A.C. 6A:8-5.1(f), if applicable, or for students who take the State graduation proficiency test but do not achieve a passing score through the alternative means set forth at N.J.A.C. 6A:8-5.1(e) and E. below and N.J.A.C. 6A:8-5.1(g) and G. below;
 8. Pursuant to N.J.A.C. 6A:8-5.1(a)8., for students who have not demonstrated proficiency on the ELA and/or mathematics components of the State graduation proficiency test, the opportunity to demonstrate proficiency may be achieved by the following:
 - a. Remediation, as appropriate, pursuant to N.J.S.A. 18A:7C-3.; and
 - b. One or more additional opportunities to demonstrate proficiency on the State graduation proficiency test, pursuant to N.J.S.A. 18A:7C-6.;
 9. The portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3., for students who have not demonstrated proficiency on the ELA and/or mathematics components of the State graduation proficiency test and have been provided with the opportunities at A.8. above; and
 10. Students graduating from an adult high school shall demonstrate proficiency in the ELA and mathematics components of the State graduation proficiency test, or through the alternative means set forth at N.J.A.C. 6A:8-5.1(e), (f), and (g) and E., F., and G. below.
- B. Alternative Requirements for State-Endorsed Diploma
1. Through the IEP process set forth at N.J.A.C. 6A:14-3.7 and pursuant to N.J.A.C. 6A:14-4.11, the Board may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined at N.J.A.C. 6A:14-1.3 pursuant to N.J.A.C. 6A:8-5.1(b).
 - a. The Board shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.
 - b. The Board shall develop and implement procedures for assessing whether a student has met the specified alternate requirements for graduation individually determined in an IEP.



C. Graduation Requirements Provided to Executive County Superintendent

The Board shall provide to the Executive County Superintendent their graduation requirements each year they are evaluated through NJQSAC and update the filed copy each time their graduation policies are revised pursuant to N.J.A.C. 6A:8-5.1(c).

D. Copy of Graduation Requirements to Students and Parents

The Board shall provide each student entering high school and the student's parents with a copy of the Board's requirements for a State-endorsed diploma and the programs available to assist students in attaining a State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5. pursuant to N.J.A.C. 6A:8-5.1(d).

E. Alternative Means

1. The alternative means referenced at N.J.A.C. 6A:8-5.1(a)7. and A.7. above shall be as follows:
 - a. Achieve a passing score, as determined by the Commissioner of Education and approved by the State Board of Education, on a corresponding substitute competency test in ELA and/or mathematics, as applicable; and/or
 - b. Demonstrate proficiency through the portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3.

F. Multilingual Learners (ML) Requirements for High School Graduation

All MLs shall satisfy the requirements for high school graduation. However, MLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a NJDOE-approved English language proficiency assessment.

G. Alternate Assessment Based on Alternate Academic Achievement

Students, including students with disabilities as defined at N.J.A.C. 6A:14-1.3 or eligible pursuant to Section 504 of the Rehabilitation Act, who participate in the alternate assessment based on alternate academic achievement standards (AA-AAAS) for students with significant intellectual disabilities are not required to participate in repeated administrations of high school assessment components required at N.J.A.C. 6A:8-4.1(c).



H. State Seal of Biliteracy

1. The Board will participate in the State Seal of Biliteracy Program and award a State Seal of Biliteracy to any student who has met all requirements for a high school diploma at N.J.A.C. 6A:8-5.2 and demonstrates proficiency in the following:
 - a. One or more languages other than English through an assessment approved pursuant to N.J.A.C. 6A:8-5.3(f) and H.6. below during the student's next to last or final year of high school.
 - (1) Pursuant to N.J.S.A. 18A:7C-15.a., a language other than English shall include, but not be limited to, American Sign Language, Latin, and Native American languages.
 - b. ELA as set forth at N.J.A.C. 6A:8-5.1(a)6. and A.6. above or through a NJDOE-approved English proficiency assessment as set forth at N.J.A.C. 6A:8-5.1(f) and F. above.
2. Pursuant to N.J.A.C. 6A:8-5.3(b), the Board shall incorporate the process for awarding the State Seal of Biliteracy into this Policy developed, adopted, and implemented pursuant to N.J.A.C. 6A:8-5.1(a) and A.1. above, denoting participation in the voluntary program. Participation in the State Seal of Biliteracy Program is optional for students. The Board shall submit to the Executive County Superintendent, in accordance with N.J.A.C. 6A:8-5.1(c) and C. above, a copy of this Policy that reflects the option for students to participate in the State Seal of Biliteracy.
3. The Board shall charge a fee to the student for related assessments
4. The Board shall:
 - a. Provide the NJDOE with information regarding students who qualify for the State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3(a) and H.1. above;



- b. Present each student who qualifies pursuant to N.J.A.C. 6A:8-5.3(a) and H.1. above with a NJDOE-issued certificate;
 - c. Include the Commissioner-developed insignia “New Jersey State Seal of Biliteracy” and the language(s) for which it was awarded on the student’s transcript; and
 - d. Maintain appropriate records to identify students who have earned the State Seal of Biliteracy.
- 5. The Board shall not award a State Seal of Biliteracy to any student who does not meet the criteria for a State Seal of Biliteracy as required at N.J.A.C. 6A:8-5.3(a) and H.1. above and shall not include the Commissioner-developed insignia on the student’s transcript.
- 6. A list of NJDOE-approved, nationally or internationally recognized assessments and the Statewide scores necessary for a student to satisfy requirements for the State Seal of Biliteracy shall be set by a resolution approved by the State Board of Education.
 - a. If an approved assessment, pursuant to N.J.A.C. 6A:8-5.3(f) and H.6. above, does not exist for a particular language, the Board may administer a NJDOE-approved, locally designed proficiency-based assessment.]

N.J.S.A. 18A:6-7.1.; 18A:7C-3.; 18A:7C-6.;
N.J.A.C. 6A:8-4.1; 6A:8-5.1; 6A:8-5.3;
6A:9B-14.19; 6A:9B-14.20;
6A:14-1.1 et seq.; 6A:19-6.4

Adopted: 2026-08-25



5461 HIGH SCHOOL DIPLOMAS

The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), 6A:8-5.1(b), or 6A:8-5.2(d). The Board shall not issue a high school diploma to any student who does not meet the criteria specified in the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), 6A:8-5.1(b), or 6A:8-5.2(d).

The words and terms used in this Policy shall have the meanings as defined in N.J.A.C. 6A:8-1.3.

The Board shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty or until the requirements for a State-endorsed diploma have been met, whichever comes first.

The Board shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements but has failed to pass the State proficiency test to demonstrate proficiency through alternative means as set forth at N.J.A.C. 6A:8-5.1(a)6. through 6A:8-5.1(f), as applicable, pursuant to the standards applicable to the student's graduating class. Upon certification of passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8, a State-endorsed diploma shall be granted by the high school of record.

Pursuant to N.J.A.C. 6A:20-1.4, the Commissioner of Education shall award a State-issued high school diploma based on achieving the Statewide standard score on a New Jersey High School Equivalency Assessment (NJHSEA) to individuals age sixteen or older who are no longer enrolled in school and have not achieved a high school credential. The Board shall provide students awarded a State-issued high school diploma pursuant to N.J.A.C. 6A:8-5.2(c) or 6A:8-5.2(d) the opportunity for continued high school enrollment to age twenty-one if eligible pursuant to the IDEA.

Pursuant to N.J.A.C. 6A:8-5.2(d), the Commissioner shall award a State-issued high school diploma to individuals age sixteen or older and no longer enrolled in high school based on official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education. Included in the thirty general education credits must be a minimum of fifteen credits with at least three credits in each of the five general education categories as follows: English; mathematics; science; social science; and the humanities.



The Board shall award a State-endorsed high school diploma to any currently enrolled student, regardless of grade level, who:

1. Has demonstrated proficiency in the State graduation proficiency test, pursuant to N.J.A.C. 6A:8-5.1(a)7. or as set forth at N.J.A.C. 6A:8-5.1(e).
2. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and
3. Has formally requested such early award of a State-endorsed high school diploma.

Pursuant to N.J.S.A. 18A:7C-7. and 18A:7E-3., the Superintendent shall report annually to the Board at a public meeting not later than September 30, and to the Commissioner:

1. The total number of students graduated;
2. The number of students graduated under the substitute competency test process;
3. The number of students graduated under the portfolio appeals process;
4. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their IEPs;
5. The total number of students denied graduation from the twelfth grade class; and
6. The number of students denied graduation from the twelfth grade class solely due to failure to pass the State graduation proficiency test, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.

N.J.S.A. 18A:7C-7.; 18A:7E-3.

N.J.A.C. 6A:8-5.1; 6A:8-5.2; 6A:20-1.4

Adopted: 2026-08-25

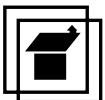


5511 DRESS AND GROOMING

The Board of Education recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices affect their safety or the educational program within the schools.

Therefore, the manner of dress must not create classroom disorder or distract others. The administration reserves the right to restrict or prohibit any manner of dress or apparel judged to be inappropriate, a distraction to the learning environment, or apparel that presents a safety hazard. The following guidelines have been established to assist parents and students in selecting the proper dress for school:

1. Students may not wear apparel that promotes or endorses illegal substances (e.g., drug, alcohol or tobacco products). In addition, students may not wear clothing with messages deemed offensive, profane, or inappropriate as judged by the administration.
2. Students may not wear strapless, see-through, one shouldered, off-the-shoulder, or halter tops. Additionally, bustiers, tops with cut-outs or shirts that allow the midriff to be exposed are not permitted. With arms raised, all shirts must cover the midriff. Proper attire should include undergarments. However, undergarments may not be visible or worn as outerwear.
3. Tank tops or sleeveless tops with straps may be worn but the top must fall reasonably close to the neckline, as judged by the administration and fall directly below the underarm to insure the torso and undergarments are not exposed inappropriately.
4. No sunglasses may be worn during the school day unless medically prescribed and approved by an administrator.
5. Students may not wear short skorts or short shorts. Shorts and skirts must have a reasonable distance from the knee but should be no shorter than mid-thigh. Ripped jeans are also considered inappropriate.
6. Students are not permitted to carry or wear hats or outerwear, such as winter coats, rain coats, heavy jackets, or varsity jackets, during the school day. Windbreakers or lightweight jackets that are part of a uniform or a warm-up suit are permitted.



7. Ski masks are not permitted to be worn in school. Any similar type of hats or hoods that hide the face are not permitted and will be confiscated.
8. No sweatbands, headbands, scarves, bandannas, do-rag kerchiefs, or large jewelry chains may be worn on any part of the body, on backpacks, or visibly displayed in any other fashion while in school unless approved by the administration for religious or medical reasons.
9. Students are not permitted to wear clothing that are clearly pajamas, slippers or sleepwear.
10. Students may not wear gloves of any kind.
11. Students may not wear articles of clothing that are inappropriately altered, soiled, ill-fitting, or considered by the administration to be inappropriate and/or unsafe for school activities.
12. Any jewelry that is sharp or studded is not permitted in school.

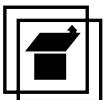
Two jewelry items including religious items may be affixed to the body or clothing or worn on a chain. The chain shall be considered part of the piece that it supports. A chain worn alone shall constitute one item worn. A pin or pendant shall not exceed one inch on any one side, measured, if irregularly shaped from tip to tip. The following items will be considered inappropriate for school: non-jewelry chains, wallet chains, studded bracelets and the like.

13. Footwear must be secured to the foot. Any footwear that is not secured to the foot and presents a potential safety hazard as determined by the administration is not permitted.
14. The administration may permit changes in the policy to address special occasions or emergent conditions.

Gym Wear

The Sayreville War Memorial High School student dress code for Physical Education class is:

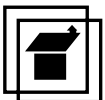
1. Sneakers and sweat socks.



2. Shorts or sweat pants which are loose fitting and allow for free movement (tight shorts, pajamas or pants of any kind are not permissible).
3. Sweatshirts and tee shirts that are loose fitting and allow for free movement (clothing which is considered a safety hazard, constrictive or distracting is prohibited).

N.J.S.A. 18A:11-1; 18A:11-7; 18A:11-8; 18A:11-9

Adopted: 2026-08-25



5561 USE OF PHYSICAL RESTRAINT AND SECLUSION TECHNIQUES
FOR STUDENTS WITH DISABILITIES

The Board of Education strives to provide a safe, caring atmosphere that supports all students in the least restrictive environment. On occasion, during an emergency, a situation may arise making it necessary to temporarily restrain or seclude a student with a disability in accordance with N.J.S.A. 18A:46-13.4. through 13.7.

A school district, an educational services commission, or an approved private school for students with disabilities (APSSD) that utilizes physical restraint on students with disabilities shall ensure that:

1. Physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
2. A student is not restrained in the prone position, unless the student's primary care physician authorizes, in writing, the use of this restraint technique;
3. Staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint from an entity determined by the Board to be qualified to provide such training, and that the training is updated at least annually;
4. The parent of a student is immediately notified when physical restraint is used on the student. This notification may be by telephone or electronic communication. A post-incident written notification report of the incident of physical restraint shall be provided to the parent within forty-eight hours of the occurrence of the incident;
5. Each incident in which physical restraint is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in this Policy and Regulation 5561, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and



Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

6. Each incident in which physical restraint is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the behavior intervention plan at the next individualized education plan (IEP) meeting.

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of physical restraints through inclusion of positive behavior supports in the student's behavior intervention plans developed by the IEP team.

A school district, an educational services commission, or an APSSD that utilizes seclusion techniques on students with disabilities shall ensure that:

1. A seclusion technique is used on a student with disabilities only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
2. Each incident in which a seclusion technique is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in this Policy and Regulation 5561, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and
3. Each incident in which a seclusion technique is used is documented in writing in sufficient detail to enable the staff to use this information to develop or improve the behavior intervention plan at the next IEP meeting.

A school district, an educational services commission, and an APSSD shall attempt to minimize the use of seclusion techniques through inclusion of positive behavior supports in the student's behavior intervention plans developed by the IEP team.

The New Jersey Department of Education shall establish guidelines for school districts, educational services commissions, and APSSDs to ensure a review process is in place to examine the use of physical restraints or seclusion techniques in emergency situations, and for the repeated use of these methods for an individual child, within the same classroom, or by a single individual. The review process shall include educational, clinical, and administrative personnel. Pursuant to the review process the student's IEP team may, as deemed appropriate, determine to revise the behavior intervention plan or classroom supports, and a school district, educational services commission, or APSSD may determine to revise a staff member's professional development plan pursuant to N.J.S.A. 18A:46-13.7.



Use of Physical Restraint and Seclusion Techniques for Students with Disabilities

The Superintendent or designee may gather input from school staff members and parents of students with disabilities on this Policy and Regulation 5561. All students with disabilities and their parents shall be afforded the procedural safeguards provided by the Individuals with Disabilities Education Act (IDEA).

The Superintendent or designee shall report all incidents of restraint and seclusion through the Student Safety Data System (SSDS). The Superintendent or designee shall annually inform parents of students with disabilities about this Policy and Regulation 5561 regarding restraint and seclusion.

N.J.S.A. 18A:46-13.4.; 18A:46-13.5.; 18A:46-13.6.; 18A:46-13.7.

New Jersey Department of Education Restraint and Seclusion

Guidance for Students with Disabilities – July 10, 2018

Adopted: 2026-08-25



6112 REIMBURSEMENT OF FEDERAL AND OTHER GRANT EXPENDITURES

The Cash Management Improvement Act (CMIA) and related Federal regulations require a State to minimize the time elapsing between the transfer of funds from the United States Treasury and the expenditure of funds for program purposes. This requirement applies to grantees such as the State of New Jersey and their subgrantees, such as a school district. The State of New Jersey and school districts must assure funds have been, or will be, spent within a minimal amount of time after having been drawn from the Federal government.

In accordance with this requirement, the New Jersey Department of Education (NJDOE) has implemented a reimbursement request system of payment. The procedures as outlined in the NJDOE Policies and Procedures for Reimbursement of Federal and Other Grant Expenditures shall be followed by school districts in submitting reimbursement requests. Reimbursement requests for entitlement grant awards under the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Strengthening Career and Technical Education for the 21st Century Act, and any other program designated by the NJDOE shall be made using the NJDOE's Electronic Web-Enabled Grant (EWEG) System.

Reimbursement requests by the School Business Administrator/Board Secretary or designee shall be made for individual titles and awards using the payment functionality of the EWEG system. Only one reimbursement request per month may be submitted for an individual title, award, or subgrant. Reimbursement requests may only be for expenditures that have already occurred or will occur within three business days of receipt of funds.

The submission of a reimbursement request constitutes a certification by the School Business Administrator/Board Secretary that the school district has previously made the appropriate expenditures and/or will make the expenditures within three business days of receipt of funds and that the expenditures are allowable and appropriate to the cost objective(s) of the subgrant.

The Superintendent or designee is responsible for submitting an amendment application to the NJDOE for approval if a new budget category for which no funds were previously budgeted or approved has been created. The Superintendent or designee is responsible for submitting an amendment application to the NJDOE for approval if cumulative transfers among expenditure categories exceed ten percent of the total award. The Superintendent or designee is responsible for monitoring the cumulative ten percent level of fiscal change.



Reimbursement requests must be in accordance with approved grant applications. A reimbursement request may be submitted at any time after the subgrant has received final NJDOE approval. Reimbursement requests submitted at least ten business days before the end of the month but no later than the fifteenth day of the month will be reviewed and, if approved, processed for payment the first business day of the following month. School districts will normally receive payment by the fifth business day of the month and will be able to track the grant's payment history in EWEG through the payments link of the grant application.

Reimbursement requests must contain a brief description of the expenditures for which reimbursement is being requested. Individual line items need not be detailed. Expenditures must be supported by documentation at the school district level but should not be submitted to the NJDOE with a reimbursement request. The Superintendent or designee is responsible to maintain supporting documentation for seven years and for making it available to the NJDOE, the United States Department of Education, and/or their authorized representatives upon request. Documentation for salary expenditures is subject to the requirements of the Federal Uniform Grant Guidance. Documentation for all other expenditures must include evidence that the expenditures are allowable costs and of the relationship of the expenditure to the subgrant's cost objectives.

The NJDOE staff will review reimbursement requests to determine that they meet the subgrant's criteria. When a reimbursement request is approved or denied, the school district will receive an email notification through the EWEG system. Approval of a reimbursement request by NJDOE does not imply approval of the expenditures as allowable or appropriate to the subgrant's cost objectives as the approval of expenditures will continue to be processed through the final report.

The School Business Administrator/Board Secretary or designee assumes responsibility for assuring that all funds requested through the EWEG system either have already been expended, or will be expended within three business days of receipt of funds.

New Jersey Department of Education Policies and Procedures for
Reimbursement of Federal and Other Grant Expenditures – January 2023

Adopted: 2026-08-25



8660 TRANSPORTATION BY PRIVATE VEHICLES – TO AND FROM
SCHOOL-RELATED ACTIVITIES

The Board of Education authorizes the transportation by private vehicle of students of the district between the school and school-related activities approved by the Board in accordance with this Policy and N.J.A.C. 6A:27-7.6(a).

Any such transportation must be approved in advance and in writing by the Superintendent. The writing must set forth the date, time, and reason for the transportation; the places from and to which students will be transported; the name and address of the driver; the names of the students to be transported; a brief description of the transportation vehicle; and the signature of the driver. The parent(s) of a participating student will be given, on request, the name of the driver and the description of the vehicle.

No person shall be approved as driver for the transportation of students in a private vehicle who is not an employee of the Board or the parent(s) of a student enrolled in the district and the holder of a currently valid license to operate a motor vehicle in the State of New Jersey.

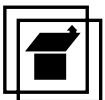
No person shall be permitted to transport students who has been convicted of a moving vehicle violation within the period of three calendar years immediately preceding the request for transportation approval.

The Board may withdraw the authorization of any private vehicle driver at any time.

Any private vehicle used for the transportation of students must be owned by the approved driver or the spouse of the approved driver, have the capacity to hold not more than eight persons, and must conform to registration, inspection, and insurance requirements of the State of New Jersey for privately owned vehicles. Seat belts shall be worn by the driver and the passengers while the vehicle is in motion. No vehicle may be used to transport more persons than its normal load capacity.

The responsibility of teaching staff members for the discipline and control of students will extend to their transportation of students in a private vehicle.

Drivers who are not teaching staff members are requested to report student misconduct to the Building Principal.



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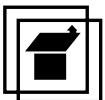
Transportation by Private Vehicles – To and From
School-Related Activities

Expenses incurred by drivers of private vehicles who are employees of the Board in the course of transporting students may be reimbursed by the Board upon approval of the Superintendent.

N.J.S.A. 18A:16-6.; 18A:25-2.; 18A:39-20.1.

N.J.A.C. 6A:27-7.6; 6A:27-7.7

Adopted: 2026-08-25



8662 TRANSPORTATION BY PRIVATE OR DISTRICT-OWNED
VEHICLES – TO AND FROM SCHOOL

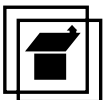
The Board of Education may designate school personnel who are not licensed as school bus drivers to transport students between home and school in a private or district-owned vehicle with a capacity of eight or fewer passengers, excluding the driver, provided the designated school personnel meet the criteria and requirements at N.J.A.C. 6A:27-7.6(c), N.J.A.C. 6A:27-7.6(d), and this Policy.

For the purpose of this Policy, “school personnel” means any person employed by the school district pursuant to N.J.A.C. 6A:27-7.6(b)1.

For the purpose of this Policy, “designated individual” means an individual designated by the Board to transport students between home and school in a private or district-owned vehicle.

The Board requires the designated school personnel to meet, at a minimum, the following criteria pursuant to N.J.S.A. 18A:39-20.1.:

1. Be at least twenty-one years of age;
2. Possess a valid New Jersey driver’s license for a minimum of three years;
3. Have completed, within the past year, a physical examination pursuant to N.J.S.A. 18A:16-2., a copy of which is on file with the district;
4. Have completed, within the past year, a criminal history background check pursuant to N.J.S.A. 18A:6-7.1.;
5. Have completed, within the past year, a Child Abuse Record Information (CARI) check that demonstrates no evidence of abuse;
6. Have submitted, to the district, a driver history abstract that demonstrates evidence of no alcohol- or drug-related motor vehicle violations in the past five years;
7. Provide written consent to allow the district to conduct monthly motor vehicle record checks pursuant to N.J.S.A. 39:2-3.4.c.; and



8. Have completed the training required pursuant to N.J.S.A. 18A:39-19.1a.c. and N.J.S.A. 18A:39-19.2.

No later than August 15 of each year, the district shall provide, to the Executive County Superintendent, the following:

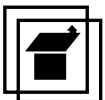
1. A list of school personnel who have been designated to provide student transportation between home and school;
2. A copy of each designated individual's driver history abstract documenting that, in the previous five years, the individual has not committed an alcohol- or drug-related motor vehicle violation, or any other motor vehicle violation, that would disqualify the individual from transporting students pursuant to Title 18A or Title 39 of the New Jersey Statutes; and
3. Documentation of automobile liability insurance for bodily injury and property damage in an amount in accordance with N.J.A.C. 6A:27-1.6(a).

School personnel shall not transport students between home and school pursuant to N.J.A.C. 6A:27-7.6(b) and this Policy if the school personnel are not included on the list required at N.J.A.C. 6A:27-7.6(d) and this Policy or if the list is not provided to the Executive County Superintendent by the August 15 due date.

A designated individual shall immediately notify the district of any alcohol- or drug-related motor vehicle violation, or any other motor vehicle violation, that would disqualify the individual from transporting students pursuant to Title 18A or Title 39 of the New Jersey Statutes, if the violation occurs in the current school year during which the individual has been designated to transport students between home and school.

The district shall access, on a monthly basis, each designated individual's driving record to ensure the individual has not committed a disqualifying offense.

If the district discovers that a designated individual has committed a disqualifying offense, pursuant to Title 18A or Title 39 of the New Jersey Statutes, the district shall immediately notify the Executive County Superintendent of the offense and shall immediately remove the individual from the list of designated drivers.



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Transportation by Private or District-Owned
Vehicles – To and From School

Any vehicle used to transport students only pursuant to N.J.A.C. 6A:27-7.6(a), N.J.A.C. 6A:27-7.6(b), or this Policy shall meet all State and Federal standards and requirements specific to the vehicle and in accordance with the transported student's IEP, if applicable.

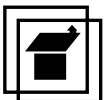
Any vehicle used to transport students only pursuant to N.J.A.C. 6A:27-7.6(a), N.J.A.C. 6A:27-7.6(b) or this Policy shall be exempt from the requirements at N.J.A.C. 6A:27-7.1, N.J.A.C. 6A:27-7.2(a), N.J.A.C. 6A:27-7.4, N.J.A.C. 6A:27-7.9, and N.J.A.C. 6A:27-11.1.

A designated individual shall be exempt from the requirements at N.J.A.C. 6A:27-11.2, N.J.A.C. 6A:27-11.3, and N.J.A.C. 6A:27-12.1 except as set forth at N.J.A.C. 6A:27-7.6.

N.J.S.A. 18A:39-20.1.

N.J.A.C. 6A:27-7.1; 6A:27-7.2; 6A:27-7.4; 6A:27-7.6; 6A:27-7.9;
6A:27-11.2; 6A:27-11.3; 6A:27-12.1

Adopted: 2026-08-25



R 5200 ATTENDANCE (M)

A. Attendance Recording

1. School Register N.J.A.C. 6A:32-8.1

- a. The district shall carefully and accurately track enrollment and attendance of all students in a manual school register format or in an electronic format of the school district's choosing.
- b. The Commissioner of Education will issue and publish on the New Jersey Department of Education's (NJDOE) website guidance for recording student attendance in all public schools of the State operated by district Boards, except adult high schools.
- c. Student attendance shall be recorded in the school register during school hours on each day in session, pursuant to N.J.A.C. 6A:32-8.3. An employee designated by the Superintendent shall keep in the school register, attendance of all students, and shall maintain the attendance records in accordance with N.J.A.C. 6A:32-8 and the guidance issued by the Commissioner in accordance with ~~at~~ N.J.A.C. 6A:32-8.1(c) and A.1.b. above.
- d. A student who has been placed on home instruction shall have their attendance status recorded on the regular register for the program in which the student is enrolled. The student shall be marked absent for the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement. Absences shall not be recorded for the student while on home instruction, provided the hours of instruction are no less than required by N.J.A.C. 6A:14-4.8 and 4.9 and N.J.A.C. 6A:16-10.1 and 10.2. The number of possible days in membership for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.



(1) “Days in membership” means the number of school days in session in which a student is enrolled in accordance with N.J.A.C. 6A:32-2.1. A student’s membership begins on the first possible day of attendance following enrollment during the school year, notwithstanding the actual day the student was recorded as present for the first time.

2. Day in Session – N.J.A.C. 6A:32-8.3

- a. A day in session shall be a day on which the school is scheduled to provide instruction and students are under the guidance and direction of a teacher(s) engaged in the teaching process. A day on which school is closed for reasons such as holidays and teachers’ institutes, or inclement weather not under conditions set forth at N.J.A.C. 6A:32-13, shall not be considered a day in session.
- b. A day in session shall consist of not less than four hours, exclusive of recess and lunch periods, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

3. Student Attendance – N.J.A.C. 6A:32-8.4

- a. For all State attendance submissions, a student shall be recorded as present, absent, or excused for a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below, on every day the school is in session after the student enrolls until the date the student is transferred to another school or officially leaves the school district.
- b. A record of attendance of all students shall be kept in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above. The employee designated by the Superintendent shall keep the attendance records according to N.J.A.C. 6A:32-8 and the guidance issued by the Commissioner in accordance with N.J.A.C. 6A:32-8.1(c) and A.1.b. above.



- c. A student enrolled in a school shall be recorded in the school register as present if the student participates in instruction or instruction-related activities for at least half a day in session whether the student is physically on school grounds, at an approved off-grounds location, or in a virtual or remote instruction setting, pursuant to N.J.A.C. 6A:32-13.
- d. A student enrolled in a school who is not participating in instruction or instruction-related activities pursuant to N.J.A.C. 6A:32-8.4(c) and A.3.c. above shall be recorded in the school register as absent, unless the student is recorded as a State-excused absence, pursuant to N.J.A.C. 6A:32-8.4(e) and A.3.e. below.
- e. State-excused absences shall be as follows:
 - (1) Religious observance, pursuant to N.J.S.A. 18A:36-14, 15, and 16.
 - (a) The Commissioner, with approval of the State Board of Education, shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis;
 - (2) Participation in observance of Veterans Day, pursuant to N.J.S.A. 18A:36-13.2;
 - (3) Participation in district board of election membership activities, pursuant to N.J.S.A. 18A:36-33;
 - (4) Take Our Children to Work Day;
 - (5) College visit(s), up to three days per school year for students in grades eleven and twelve;



- (6) Closure of a busing school district that prevents a student from having transportation to the receiving school; and
- (7) Attendance at a civic event, one day per school year for students in grades six through twelve, pursuant to N.J.S.A. 18A:36-33.2.
 - (a) “Civic event” means an event sponsored by a government entity, a community-based organization, or a nonprofit organization that incorporates elements of service learning whereby students learn and develop through organized service. A civic event shall address an issue of public concern such as community health and safety or environmental, economic, or community well-being in accordance with N.J.S.A. 18A:36-33.1.
 - (b) The parent of a student shall provide a signed written notice of an intended excused absence to attend a civic event at least five school days in advance of the intended excused absence and such other documentation as the Superintendent deems necessary to prove that the student meets the requirements for an excused absence pursuant to N.J.S.A. 18A:36-33.2.b.
- f. For absences that do not meet the criteria at N.J.A.C. 6A:32-8.4(e) and A.3.e. above, the Board may adopt policies that establish locally approved or excused absences consistent with N.J.A.C. 6A:16-7.6 for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit. However, an absence designated as excused by the Board pursuant to N.J.A.C. 6A:16-7.6 shall be considered as an absence in the submission to the State for the purpose of chronic absenteeism reporting, as set forth at N.J.A.C. 6A:32-8.6.



4. Average Daily Attendance – N.J.A.C. 6A:32-8.5

The average daily attendance rate in a district school or program of instruction for a school year shall be the total number of the days present of all enrolled students, divided by the number of days in membership of all enrolled students. The student average daily attendance means the total number of days that a student is present in the school divided by the total possible number of days in session.

5. Absentee and Chronic Absenteeism Rates – N.J.A.C. 6A:32-8.6

a. A student's absentee rate shall be determined by subtracting the student's total number of days present from the student's days in membership and dividing the result by the student's days in membership.

(1) State-excused absences shall not be included in a student's days in membership for purposes of calculating a student's absentee rate.

b. If a student's absentee rate is equal to or greater than ten percent, the student shall be identified as chronically absent.

c. Each school with ten percent or more of its enrolled students identified as chronically absent shall develop a corrective action plan to improve absenteeism rates. In accordance with N.J.S.A. 18A:38-25.1, the school will annually review and revise the corrective action plan and present the revisions to the Board, until the percentage of students who are chronically absent is less than ten percent.

B. Unexcused Absences That Count Toward Truancy/Excused Absences for Board Policy

1. Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, "excused" and "unexcused" student absences for the purpose of expectations and consequences regarding truancy, student conduct, promotion, retention, and the award of course credit is a Board decision outlined in Policy 5200 – Attendance and this Regulation.



2. N.J.A.C. 6A:16-7.6(a)3 requires the Board policies and procedures contain, at a minimum, a definition of unexcused absence that counts toward truancy, student conduct, promotion, retention, and the award of course credit.
 - a. “An unexcused absence that counts toward truancy” is a student’s absence from school for a full or a portion of a day for any reason that is not an “excused absence” as defined in B.2.b. below.
 - b. “An excused absence” is a student’s absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below:
 - The student’s required attendance in court;
 - The student’s suspension from school;
 - Student was sent home from school by the school nurse or athletic trainer for illness, injury, or in accordance with an approved IHP or IEHP.
 - College visit(s), up to three days per school year for students in grades eleven and twelve;
 - Take Our Children to Work Day;
 - Religious observance, pursuant to N.J.S.A. 18A:36-14 through 16;
 - Attendance at a civic event(s), pursuant to N.J.S.A. 18A:36-33.2;
 - Closure of a busing school district that prevents a student from having transportation to the receiving school;
 - An absence considered excused by the Commissioner and/or a NJDOE rule;
 - An absence for a reason not listed above, but deemed excused by the Principal, administration, or Superintendent upon a written request by the student’s parent stating the reason for the absence and requesting permission for the absence to be an excused absence;



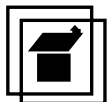
c. A student's absence from school due to illness or injury may be considered an excused absence based on the following criteria:

- Student has a fever of 100.4 or greater within the last 24 hours. Student can return to school once they are fever free for 24 hours without the use of fever-reducing medication.
- Student has Nausea/vomiting/diarrhea due to illness, not due to a chronic condition. Student must be able to tolerate food without vomiting for 24 hours prior to returning to school.
- When the student has been diagnosed by a licensed medical professional with a contagious illness. Student may return with medical documentation and clearance.
- In accordance with conditions specified in an approved IHP or IEHP
- Other illness or injury deemed excused by the Principal, administration, or Superintendent upon review of provide documentation of illness or injury

3. "Unexcused tardiness" may constitute an unexcused absence that counts toward truancy in accordance with Policy 5240 – Tardiness.

C. Notice to School of a Student's Absence

1. The parent or adult student shall notify the school office before the school day when the student will not be in school. However, notice for attendance at a civic event shall be provided in accordance with the procedure set forth in N.J.S.A. 18A:36-33.2.b. and A.3.e.(7)(b) above.
2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session shall



provide notice to the school office before the start of the afternoon session.

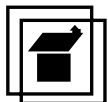
3. The parent of a student or an adult student shall notify the school office of a future absence if the absence is foreseeable.
4. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student's absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student's parent to notify the parent of the absence and determine the reason for the absence.

D. Readmission to School After an Absence

1. A student returning from an absence of any length of time will be required to provide a written statement to the Principal or designee that is dated and signed by the parent or adult student listing the reason for the absence.
2. A student who has been absent by reason of having or being suspected of having a communicable disease may be required to present to the school nurse written evidence of being free of a communicable disease.
3. The Superintendent of Schools or designee may require a student who has been absent from school due to a suspension or other reason concerning the student's conduct to receive a medical examination by a physician regarding the student's physical and/or mental fitness to return to school.
 - a. The Superintendent or designee will notify the student's parent of the specific requirements of the medical examination prior to the student's return to school.

E. Instruction

1. Teachers will cooperate in the preparation of home assignments for students who anticipate an absence of five school days duration.
2. Students absent for any reason are expected to make up the work missed. The parent or student is responsible for requesting missed



assignments and any assistance required. Teachers will provide make-up assignments as necessary.

3. In general, students will be allowed a reasonable amount of time as determined by the teacher to make up the work missed.
4. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test.
5. A student who anticipates an absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy 2412 – Home Instruction Due to Health Condition. The parent must request home instruction.

F. Denial of Course Credit

1. The teacher will determine the credit to be awarded a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absence in determining a final grade, except absences for the observance of a religious holiday or absence for a student's suspension from school will not adversely affect the student's grade. The teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work.
2. A secondary student may be dropped from a course or denied course credit when the secondary student has been absent from 10% or more of the class sessions, whatever the reason for the absence, except that absences for the observance of a religious holiday, absences for those excused in accordance with the reporting requirements of the school register, or absences caused by a student's suspension will not count toward the total. A secondary student denied course credit after completing the course will be permitted to attend a credit completion session to regain the denied credit, provided the student has not been absent from the class more than two times.
3. An elementary student may be retained at grade level, in accordance with Policy 5410 – Promotion and Retention, when the student has been absent 10% or more school days, whatever the reason for the absence, except that absences for the observance of a religious



holiday, absences for those excused in accordance with the reporting requirements of the school register, and absences due to student's suspension will not count toward the total.

4. To earn credit for coursework, students must be present for a minimum of 90% of the days the course is in session:
 - a. Example based on 180 days of school:
 - Full Year Course – 162 days
 - Semester Course – 81 days
 - Quarter Course – 41 days
 - Three-Quarter Course – 121 days

G. School District Response To Unexcused Absences During the School Year That Count Toward Truancy – N.J.A.C. 6A:16-7.6(a)4.

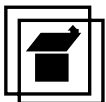
1. For up to four cumulative unexcused absences that count toward truancy, the Principal or designee shall:
 - a. Make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parents;
 - c. Identify, in consultation with the student's parents, needed action designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
 - d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and
 - e. Cooperate with law enforcement and other authorities and agencies, as appropriate;



2. For between five and nine cumulative unexcused absences that count toward truancy, the Principal or designee shall:
 - a. Make a reasonable attempt to notify the student's parent of each unexcused absence prior to the start of the following school day;
 - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parents;
 - c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and G.1.c. above;
 - d. Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:
 - (1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
 - (2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;
 - (3) Consider an alternate educational placement;
 - (4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
 - (5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-11, if a potential missing or abused child situation is detected; and



- (7) Engage the student's family.
 - e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
- 3. For cumulative unexcused absences of ten or more that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:
 - a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and G.4. below;
 - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
 - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
 - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required; and
- 4. A court referral may be made as follows:
 - a. When unexcused absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court;
 - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
 - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g., the student may be referred to Superior Court, Chancery Division, Family Part;



- (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.
5. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's Individual Education Program (IEP), pursuant to 20 USC §1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29 USC §794 and 705(20); and individualized healthcare plan and individualized emergency healthcare plan, pursuant to N.J.A.C. 6A:16-2.3(b)3.xii.
6. All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with N.J.A.C. 6A:16-7.6(a)4.i. and G.1. above for each student with up to four cumulative unexcused absences that count toward truancy.
 - a. For each student attending a receiving school with five or more cumulative unexcused absences that count toward truancy, the absences shall be reported to the sending school district.
 - (1) The sending school district shall proceed in accordance with the Board's policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and G.2. through G.4. above and N.J.A.C. 6A:16-7.6(b) and G.5. above, as appropriate.

H. Discipline

1. Students may be denied participation in co-curricular activities and/or athletic competition if the Board establishes attendance standards for participation.



2. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.

I. Recording Attendance

1. Teachers must accurately record the students present, tardy, or absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips.
2. A record shall be maintained of each excused absence and each unexcused absence that counts toward truancy as defined in Policy 5200 – Attendance and this Regulation.
3. A student's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.

J. Appeal

1. Students may be subject to appropriate discipline for their school attendance record.
2. A parent of a student or an adult student who has been retained at grade level for excessive absences may appeal that action in accordance with Policy 5410 – Promotion and Retention.
3. A parent of a student or an adult student who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:
 - a. A written appeal shall be filed with the Principal or designee within five school days of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student should either continue to be enrolled in the course or receive course credit for a class the student completed.



- b. The Principal or designee will respond in writing no later than seven school days after receiving the written appeal.
- c. If the parent or adult student is not satisfied, the parent or adult student may submit a written request to the Principal for consideration by an Attendance Review Committee.
- d. In response to a request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the appeal. The student's parent, the student, and teacher(s) may attend the meeting.
- e. The Attendance Review Committee shall decide the appeal and inform the parent and student in writing within seven school days of the meeting.
- f. The parent or adult student may appeal an adverse decision of the Attendance Review Committee to the Superintendent and the Commissioner in accordance with Policy 5710 – Student Grievance and N.J.S.A. 18A. An appeal to the Attendance Review Committee shall be considered to have exhausted the first two steps of the grievance procedure outlined in Policy 5710.

K. Attendance Records

- 1. Attendance records for the school district and each school will be maintained and attendance rates will be calculated as required by the NJDOE. The school district will comply with all attendance requirements and any improvement plans as required by the NJDOE

Adopted: 2026-08-25



REGULATION

SAYREVILLE
BOARD OF EDUCATION

STUDENTS
R 5240/Page 1 of 1
TARDINESS

R 5240 TARDINESS

A. Definitions

1. A student is tardy to school when the student reports to his/her assigned homeroom after the beginning of the school day without approval for the delay.
2. A student is tardy to class when the student reports to his/her assigned classroom or other place of instruction after the beginning of the school day without approval for the delay.
3. A student who is late to school or class for an excused purpose pursuant to Policy No. 5230 is not tardy for the purpose of this regulation.

B. Procedures for Tardy Arrivals

1. A student who is tardy to school must report to the office to present a written note explaining the reason for the tardiness. The student must sign in and receive a late pass for admission to class.
2. A student who is tardy to class may be sent by the teacher to the office to explain the reason for the tardiness and obtain a late pass for admission to class.
3. No student who arrives at school after attendance has been taken will be admitted to class without a late pass.

C. Discipline

1. In accordance with policy and regulation 5600 Student Discipline / Code of Conduct

Issued: 2026-08-25



R 6115.01 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – ALLOWABILITY OF COSTS

Expenditures must be aligned with approved budgeted items. Any changes or variations from the State-approved budget and grant application need prior approval from the State.

A. Delegation of Responsibility

When determining how the school district will spend its grant funds, the School Business Administrator/Board Secretary, will review the proposed cost to determine whether it is an allowable use of Federal grant funds before obligating and spending those funds on the proposed good or service.

B. Allowability Determinations

1. All costs supported by Federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part 200, Subpart E, which are listed below. The School Business Administrator/Board Secretary, must consider these factors when making an allowability determination. A section entitled, Helpful Questions for Determining Whether Costs are Allowable, is located at the end of this Regulation.

2 CFR Part 200 sets forth general cost guidelines that must be considered, as well as rules for specific types of items, both of which must be considered when determining whether a cost is an allowable expenditure of Federal funds. The expenditure must also be allowable under the applicable program statute (e.g., Title I of the Elementary and Secondary Education Act (ESEA), or the Carl D. Perkins Career and Technical Education Act (Perkins)), along with accompanying program regulations, nonregulatory guidance and grant award notifications.

Restrictions in State and local rules or policy also must be considered. For example, travel and other job-related expenses incurred by employees are not allowable unless they also are in compliance with Policy and Regulation 6471 and related administrative regulations.

Whichever allowability requirements are stricter will govern whether a cost is allowable. General allowability determination factors include the following:



- a. Be Necessary and Reasonable for the performance of the Federal award. A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. For example, “reasonable” means that sound business practices were followed, and purchases were comparable to market prices.

When determining reasonableness of a cost, consideration must be given to:

- (1) Whether the cost is a type generally recognized as ordinary and necessary for the operation of the district or the proper and efficient performance of the Federal award.
- (2) The restraints or requirements imposed by factors, such as: sound business practices; arm’s-length bargaining; Federal, State and other laws and regulations; and terms and conditions of the Federal award.
- (3) Market prices for comparable goods or services for the geographic area.
- (4) Whether the individual incurring the cost acted with prudence in the circumstances considering responsibilities to the district, its employees, its students, the public at large, and the Federal government.
- (5) Whether the district significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the Federal award’s cost. (2 CFR 200.404)

Whether a cost is “necessary” will be determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the district can demonstrate that the cost addresses an existing need, and can prove it. For example, the school entity may deem a language skills software program necessary for a limited English proficiency program.



When determining whether a cost is necessary, consideration may be given to:

- (1) Whether the cost is needed for the proper and efficient performance of the Federal award program.
 - (2) Whether the cost is identified in the approved budget or application.
 - (3) Whether there is an educational benefit associated with the cost.
 - (4) Whether the cost aligns with identified needs based on results and findings from a needs assessment.
 - (5) Whether the cost addresses program goals and objectives and is based on program data.
- b. Allocable to the Federal award. A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received. This means that the Federal grant program derived a benefit in proportion to the funds charged to the program. (2 CFR 200.405) For example, if fifty percent of a teacher's salary is paid with grant funds, then that teacher must spend at least fifty percent of their time on the grant program.
- c. Consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the school entity.
- d. Conform to any limitations or exclusions set forth as cost principles in 2 CFR Part 200 or in the terms and conditions of the Federal award.
- e. Consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- f. Adequately documented. All expenditures must be properly documented.
- g. Be calculated in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in 2 CFR Part 200.

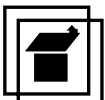


- h. Not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such. Some Federal program statutes require the non-Federal entity to contribute a certain amount of non-Federal resources to be eligible for the Federal program.
- i. Be the net of all applicable credits. The term “applicable credits” refers to those receipts or reduction of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate. (2 CFR 200.406)

C. Selected Items of Cost

2 CFR 200, Subpart E, sets forth principles to be applied in establishing the allowability of fifty-five specific cost items (commonly referred to as Selected Items of Cost), at 2 CFR 200.420 through 200.475. These specific cost items are listed in the chart below along with the citation to the section of Subpart E addressing the allowability of that item. These principles are in addition to the other general allowability standards, and apply whether or not a particular item of cost is properly treated as direct cost or indirect (Facilities and Administration) cost. Meeting the specific criteria for a listed item does not by itself mean the cost is allowable, as it may be unallowable under other standards or for other reasons, such as restrictions contained in the terms and conditions of a particular grant or restrictions established by the State or in Board policy. If an item is unallowable for any of these reasons, Federal funds cannot be used to purchase it.

School district personnel responsible for spending Federal grant funds and for determining allowability must be familiar with and refer to the 2 CFR Part 200 selected items of cost section. These rules must be followed when charging these specific expenditures to a Federal grant. When applicable, employees must check costs against the selected items of cost requirements to ensure the cost is allowable, and also check State, district and program-specific rules.



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Federal Awards/Funds Internal Controls –
Allowability of Costs

The selected item of cost addressed in 2 CFR Part 200 includes the following:

Item of Cost	Citation of Allowability Rule
Advertising and public relations costs	2 CFR 200.421
Advisory councils	2 CFR 200.422
Alcoholic beverages	2 CFR 200.423
Alumni/ae activities	2 CFR 200.424
Audit services	2 CFR 200.425
Bad debts	2 CFR 200.426
Bonding costs	2 CFR 200.427
Collection of improper payments	2 CFR 200.428
Commencement and convocation costs	2 CFR 200.429
Compensation – personal services	2 CFR 200.430
Compensation – fringe benefits	2 CFR 200.431
Conferences	2 CFR 200.432
Contingency provisions	2 CFR 200.433
Contributions and donations	2 CFR 200.434
Defense and prosecution of criminal and civil proceedings, claims, appeals, and patent infringements	2 CFR 200.435
Depreciation	2 CFR 200.436
Employee health and welfare costs	2 CFR 200.437
Entertainment costs	2 CFR 200.438
Equipment and other capital expenditures	2 CFR 200.439
Exchange rates	2 CFR 200.440
Fines, penalties, damages, and other settlements	2 CFR 200.441
Fund raising and investment management costs	2 CFR 200.442
Gains and losses on disposition of depreciable assets	2 CFR 200.443
General costs of government	2 CFR 200.444
Goods and services for personal use	2 CFR 200.445
Idle facilities and idle capacity	2 CFR 200.446
Insurance and indemnification	2 CFR 200.447
Intellectual property	2 CFR 200.448
Interest	2 CFR 200.449



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Federal Awards/Funds Internal Controls –
Allowability of Costs

Lobbying	2 CFR 200.450
Losses on other awards or contracts	2 CFR 200.451
Maintenance and repairs costs	2 CFR 200.452
Materials and supplies costs, including costs of computing devices	2 CFR 200.453
Memberships, subscriptions, and professional activity costs	2 CFR 200.454
Organization costs	2 CFR 200.455
Participant support costs	2 CFR 200.456
Plant and security costs	2 CFR 200.457
Pre-award costs	2 CFR 200.458
Professional services costs	2 CFR 200.459
Proposal costs	2 CFR 200.460
Publication and printing costs	2 CFR 200.461
Rearrangement and reconversion costs	2 CFR 200.462
Recruiting costs	2 CFR 200.463
Relocation costs of employees	2 CFR 200.464
Rental costs of real property and equipment	2 CFR 200.465
Scholarships and student aid costs	2 CFR 200.466
Selling and marketing costs	2 CFR 200.467
Specialized service facilities	2 CFR 200.468
Student activity costs	2 CFR 200.469
Taxes (including Value Added Tax)	2 CFR 200.470
Termination costs	2 CFR 200.471
Training and education costs	2 CFR 200.472
Transportation costs	2 CFR 200.473
Travel costs	2 CFR 200.474
Trustees	2 CFR 200.475

D. Helpful Questions for Determining Whether Costs are Allowable

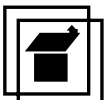
1. In addition to applying the cost principles and standards described above, district staff involved in expending Federal funds should ask the following questions when assessing the allowability of a particular cost:
 - a. Is the proposed cost allowable under the relevant program?



- b. Is the proposed cost consistent with an approved program plan and budget?
- c. Is the proposed cost consistent with program specific fiscal rules? For example, the school entity may be required to use Federal funds only to supplement the amount of funds available from non-Federal (and possibly other Federal) sources, or only as a match for funds from non-Federal sources.
- d. Is the proposed cost consistent with EDGAR?
- e. Is the proposed cost consistent with specific conditions imposed on the grant (if applicable)?
- f. Is the proposed cost consistent with the underlying needs of the program? For example, program funds must benefit the appropriate population of students for which they are allocated. This means that, for instance, funds allocated under Title III of the Elementary and Secondary Education Act (ESEA) governing language instruction programs for Limited English Proficient (LEP) students must only be spent on LEP students and cannot be used to benefit non-LEP students.
- g. Will the cost be targeted at addressing specific areas of weakness that are the focus of the program, as indicated by available data?

Any questions related to specific costs should be forwarded to the School Business Administrator/Board Secretary, who shall consult with the school solicitor for clarification as appropriate.

Adopted: 2026-08-25



R 5600 STUDENT DISCIPLINE/CODE OF CONDUCT (M)

A. Purpose

The Student Code of Conduct and this Regulation are established to achieve the following purposes:

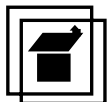
1. Foster the health, safety, social, and emotional well-being of students;
2. Support the establishment and maintenance of civil, safe, secure, supportive, and disciplined school environments conducive to learning;
3. Promote achievement of high academic standards;
4. Prevent the occurrence of problem behaviors;
5. Establish parameters for the intervention and remediation of problem student behaviors at all stages of identification; and
6. Establish parameters for school responses to violations of the code of student conduct that take into account, at a minimum, the severity of the offenses, the developmental ages of student offenders and students' histories of inappropriate behaviors in accordance with N.J.A.C. 6A:16-7.2 through 7.9, as appropriate.

B. Expectations for Academic Achievement, Behavior, and Attendance

1. All students have a responsibility to comply with State statutes and administrative codes for academic achievement, behavior, and attendance, pursuant to N.J.A.C. 6A:32-8 and 12.1.
2. All preschool students' attendance is closely monitored by preschool staff and administration in accordance with N.J.A.C 6A:13A-4.4(g).

C. Behaviors That May Result in Suspension or Expulsion

In accordance with the provisions of N.J.S.A. 18A:37-2, any student who is guilty of continued and willful disobedience, open defiance of the authority of any teacher or person having authority over the student, the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct



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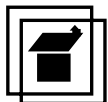
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which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, any of the following:

1. Continued and willful disobedience;
2. Open defiance of the authority of any teacher or person, having authority over the student;
3. Conduct of such character as to constitute a continuing danger to the physical well-being of other students;
4. Physical assault upon another student;
5. Taking, or attempting to take, personal property or money from another student, or from the student's presence, by means of force or fear;
6. Willfully causing, or attempting to cause, substantial damage to school property;
7. Participation in an unauthorized occupancy by any group of students or others of any part of any school or other building owned by any school district, and failure to leave such school or other facility promptly after having been directed to do so by the Principal or other person then in charge of such building or facility;
8. Incitement which is intended to and does result in unauthorized occupation by any group of students or others of any part of a school or other facility owned by any school district;
9. Incitement which is intended to and does result in truancy by other students;
10. Knowing possession or knowing consumption without legal authority of alcoholic beverages or controlled dangerous substances on school premises, or being under the influence of intoxicating liquor or controlled dangerous substances while on school premises; and
11. Harassment, intimidation, or bullying.

Incidents of alleged Harassment, Intimidation and Bullying shall be consequenced in accordance with the specific disciplinary infraction outlined in this regulation



which may or may not have resulted in an affirmative finding of Harassment, Intimidation and Bullying.

Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.

D. Students' Rights

Students subject to the consequences of the Student Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports students' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of students' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8, and N.J.A.C. 6A:16-7.2 through 7.5;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3 and N.J.A.C. 6A:16-7.1 through 7.9; and
7. Protections pursuant to 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7165, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by students, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A.



18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records, as well as other existing Federal and State laws and rules pertaining to student protections.

E. Comprehensive Behavioral Supports

Below are behavioral supports that promote positive student development and the students' abilities to fulfill the behavioral expectations established by the Board. These behavioral supports may include, but are not limited to, the following:

1. Positive Reinforcement for Good Conduct and Academic Success

A student will be provided positive reinforcement for good conduct and academic success which may include, but are not limited to:

- a. Positive reinforcement for good conduct and academic success;
- b. Supportive interventions and referral services; including those at N.J.A.C. 6A:16-8;
- c. Remediation of problem behavior that takes into account the nature of behaviors, the developmental ages of the students and the student's histories of problem behaviors and performance; and
- d. For students with disabilities, the behavior interventions and supports shall be determined and provided pursuant to the requirements of N.J.A.C. 6A:14.

2. Staff Responsibilities

- a. The Board of Education shall delineate the roles and responsibilities of each staff member in the implementation of the Code of Student Conduct. It shall also provide to all school staff training annually on the Code of Student Conduct, which shall include training on the



prevention, intervention, and remediation of student conduct in violation of the Board's Code of Student Conduct.

- b. Information on the Code of Student Conduct shall be incorporated into the orientation program for new employees.
- c. Staff should explain and discuss with students acceptable and unacceptable school behaviors.
- d. Staff should model the behaviors expected of their students.
- e. Staff should be consistent in enforcing the Code of Student Conduct.
- f. Staff should reinforce and recognize positive student behaviors.

3. Supportive Interventions and Referral Services

A student may be referred to the school's Intervention and Referral Services Team in accordance with the provisions of N.J.A.C. 6A:16-8.1 and 8.2 and Policy and Regulation 2417.

4. Remediation of Problem Behavior

The following actions may be taken to remediate problem behavior. These actions will take into account the behavior's nature, the students' developmental ages, and the students' histories of problem behaviors and performance.

a. Restitution and Restoration

- (1) A student may be required to make restitution for any loss resulting from the student's conduct; or
- (2) A student may be required, at the discretion of the school district and when appropriate, to restore to its former condition any damaged or defaced property resulting from the student's conduct.

b. Counseling



- (1) A student may be required to consult with school guidance counselors or Child Study Team members.
- (2) The counselor will explain why the student's conduct is unacceptable to the school and damaging to the student, what the consequences of continued misconduct are likely to be, and appropriate alternative behaviors.
- (3) The counselor may refer the student, as appropriate, for additional counseling, evaluation, intervention, treatment, or therapy. Referrals may be made to the Child Study Team, the school's Intervention and Referral Services Team, a public or private social agency, a legal agency, or any other referral service that may assist the student.

c. Parent Conferences

- (1) Students may be required to attend a meeting with their parent and appropriate school staff members to discuss the causes of the student's behavior, possible remediation, potential disciplinary measures, and alternative conduct.

d. Alternate Educational Program

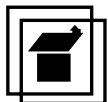
- (1) Students may be assigned to an alternate educational program as recommended by the student's guidance counselor, classroom teacher, Child Study Team, and/or other school staff member.

5. Students with Disabilities Including Preschool Children with Disabilities

For students with disabilities, the remedial measures and behavioral interventions and supports shall be determined and provided pursuant to N.J.A.C. 6A:14.

6. Students in Preschool

Administrators and teachers of preschool children will utilize the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children to remediate undesirable and inappropriate behaviors. Preschool children without



disabilities who demonstrate persistent behavioral challenges will be referred to the Preschool Intervention and Referral Team.

- a. <https://www.pyramidmodel.org>

7. Summer Programming

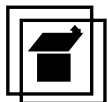
Students are expected to attend all classes and complete all homework assignments in order to receive academic credit for the course. Only two absences are allowed in summer school. More than two absences will result in dismissal or denial of credit.

Students are required to arrive on time for all classes. A student who is 1-10 minutes late will count as one late. Two late arrivals equal one absence. However, a student who is over 10 minutes late will count as one absence.

Student regulations require serious study habits, proper conduct, appropriate dress and good citizenship. Students will adhere to Sayreville Board of Education rules and regulations pertaining to student discipline policies. Sayreville Board of Education reserves the right to dismiss any student, at any time, for academic or disciplinary reasons. Final grades will not be issued in the event of a dismissal for academic, attendance, or discipline infractions.

F. School Responses to Violations of Behavioral Expectations

1. In accordance with the provisions of N.J.A.C. 6A:16-7.1(c)5, the Student Code of Conduct shall include a description of school responses to violations of behavioral expectations established by the Board of Education that, at a minimum are graded according to the severity of the offenses, and consider the developmental ages of the student offenders and their histories of inappropriate behavior that shall:
 - a. Include a continuum of actions designed to remediate and, where necessary or required by law, to impose sanctions;
 - b. Be consistent with other responses, pursuant to N.J.A.C. 6A:16-5.5;
 - c. Provide for equitable application of the Code of Student Conduct without regard to race; color; religion; ancestry; national origin; nationality; sex; gender; sexual orientation; gender identity or expression; marital, domestic-partnership, or civil union; mental, physical, or



sensory disability; or any other distinguishing characteristic, pursuant to N.J.S.A. 10:5-1 et seq. and

- d. Be consistent with provisions of N.J.S.A. 18A:6-1, Corporal Punishment of Students.

G. Description of School Responses

School responses to violations of behavioral expectations are listed below:

1. Admonishment/Reprimand

- a. A school staff member in authority may admonish or reprimand a student's unacceptable conduct and warn the student that additional misconduct may warrant a more severe penalty.

2. Temporary Removal from Classroom

- a. The classroom teacher may direct the student report to the office of the administrator in charge of student discipline.
- b. The teacher will complete a form that indicates the student's name and the conduct that has caused the student's removal from the teacher's room.
- c. The administrator in charge of discipline will interview the student and determine which, if any, additional consequences shall be imposed.

3. Meeting with School Administration and Parent

- a. The student's parent may be required to attend a meeting with the Principal or designee and the student to discuss the student's conduct and to ensure the parent and the student understand school rules and expectations.

4. Deprivation of Privileges

- a. Students may be deprived privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment. These privileges may include, but are not limited to:



- (1) Moving freely about the school building;
- (2) Participation in co-curricular or inter/intrascholastic activities;
- (3) Attendance at a school-related social or sports activity;
- (4) Participation in a graduation ceremony;
- (5) Transportation to and from school on a school bus; or
- (6) Any other privilege the Building Principal or designee determines may be appropriate and consistent with Policy and Regulation 5600 and N.J.A.C. 6A:16-7.1 et seq.

5. Detention

- a. A student may be required to report before or after the school day to detention. This detention may be assigned by the teacher or the Principal or designee.
- b. Transportation to detention before school or from detention after school will be the responsibility of the parent.
- c. A student may be excused from detention only for an unavoidable commitment previously made; any such excused detention must be made up on another day.

6. Grade Adjustment

- a. A student who has cheated on a test or assignment, plagiarized material, falsified sources, refused to submit assignments, or otherwise indulged in academic dishonesty or negligence may suffer a reduced grade by virtue of the disqualified work. In no other instance may a student's grade be lowered as a direct penalty for misconduct.

7. In-school Suspension

- a. If the school operates an in-school suspension program, a student may be removed from his/her regular classes and required to report to the in-school suspension program.



- b. In-school suspension will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

8. Suspension from School

- a. A student may be denied the right to attend school for a period of time pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.2 and 6A:16-7.3, and Policy 5610.
- b. Suspension from school will not be imposed without the due process procedures set forth in Policy and Regulation 5610.

9. Expulsion

- a. The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4, and Policy 5620.
- b. Expulsion is an extremely serious disciplinary measure and will not be imposed without the due process set forth in Policy and Regulation 5610 and Policy 5620.

H. Student Conduct Away from School Grounds

- 1. The Building Principal or designee has the right to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1.
 - a. This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other students, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2.
 - b. This authority shall be exercised only when the conduct that is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.



c. Consequences for conduct away from school grounds shall be handled in accordance with the Board approved Code of Student Conduct, pursuant to N.J.A.C. 6A:16-7.1, Policy and Regulation 5600, and as appropriate, in accordance with N.J.A.C. 6A:16-7.2, 7.3, or 7.4.

2. School authorities shall respond to harassment, intimidation, or bullying that occurs off school grounds, pursuant to N.J.S.A. 18A:37-14 and 15.3 and N.J.A.C. 6A:16-1.3, 7.1, and 7.7.

I. School Bus Conduct

Violations of the rules regarding student conduct on school buses will be handled as follows:

1. The bus driver will report unacceptable conduct to the Principal of the school in which the student is enrolled by submission of a completed written report that includes the name of the student, the school, and the student's conduct.
2. The Principal or designee will investigate the matter, which may include meeting with the bus driver, bus aide, other students on the school bus, and the student who was reported by the bus driver.
3. The parent will be notified of the student's reported conduct.
4. The Principal or designee will make a determination if the student violated behavioral expectations and the discipline to be administered in accordance with the Code of Student Conduct.
5. If it is determined the misconduct is severe, the student may be suspended from the bus pending a conference with the parent.

J. Students with Disabilities

For students with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. § 1400 et seq., the Individuals with Disabilities Educational Improvement Act, N.J.A.C. 6A:14, and accommodation plans under 29 U.S.C. §§ 794 and 705(20), student discipline and the Code of Student Conduct shall be implemented in accordance with the components of the applicable plans.

K. Records



1. Instances of student discipline will be recorded in the student's file in strict compliance with N.J.A.C. 6A:32-7.1 et seq. and Policy and Regulation 8330.
2. When a student transfers to a public school district from another public school district, all information in the student's record related to disciplinary actions taken against the student by the school district and any information the school district has obtained pursuant to N.J.S.A. 2A:4A-60, Disclosure of Juvenile Information; Penalties for Disclosure, shall be provided to the receiving public school district, in accordance with the provisions of N.J.S.A. 18A:36-19(a), and N.J.A.C. 6A:32-7.5.
 - a. The record shall be provided within two weeks of the date that the student enrolls in the receiving district.
 - b. Written consent of the parent or adult student shall not be required as a condition of the record transfer; however, written notice of the transfer shall be provided to the parent or the adult student.
3. When a student transfers to a private school, which includes all sectarian or nonsectarian, nonprofit, institutional day, or residential schools that provide education for students placed by their parents and that are controlled by other than public authority, all student disciplinary records with respect to suspensions or expulsions, shall be provided by the public school district of residence to the private school upon written request from the private school, in the same manner the records would be provided to a public school, pursuant to 20 U.S.C. § 6301, Title IV § 4155 of the Elementary and Secondary Education Act.
4. The Board shall not use a student's past offenses on record to discriminate against the student.
5. All student disciplinary records pursuant to N.J.A.C. 6A:16-7 shall conform with the requirements set forth in N.J.A.C. 6A:16-7.8(d).

L. Annual Review



The Superintendent will designate a school staff member to coordinate an annual review and update of Policy and Regulation 5600. The Superintendent's designee will:

1. Compile an annual summary report of violations of the student behavioral expectations and the associated school responses to the violations in the Student Discipline/Code of Conduct Policy and Regulation.
2. Convene a Student Discipline/Code of Conduct Committee comprised of parents, students, and community members that represent the composition of the district's schools and community to review the annual summary report and to develop recommendations, if any, to improve and update the Student Discipline/Code of Conduct Policy and Regulation.
3. The Superintendent's designee shall submit the Committee's recommendations, if any, to improve or update the Student Discipline/Code of Conduct Policy and Regulation.
4. The Superintendent will review the Committee's report with school administrators and will determine if the Student Discipline/Code of Conduct Policy and Regulation should be updated.
5. The Superintendent will recommend to the Board revisions to the Student Discipline/Code of Conduct Policy, if needed.

M. Policy and Regulation Publication and Distribution

The Student Discipline/Code of Conduct Policy and Regulation 5600, including the Chart of Student Discipline shall be disseminated annually to all school staff, students, and parents. These documents may be disseminated in handbooks, electronically, or in hard copy form. Principals will ensure these documents are made available to all students on or before the first day of each school year and to transferring students on the first day of their enrollment in this district.

N. Chart of Discipline

Below is a Chart of Student Discipline listing school responses to violations of behavioral expectations during the normal school year and summer programming. For preschool students, refer to Letter E-6. For students in Grades K-12, behavioral expectations and school responses include, but are not limited to:



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Insubordination

Failure to Report to Teacher Detention	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1 day of Teacher Detention	2 days of Administrative Detention	2 days of Administrative Detention	2 days of Administrative Detention
2nd Incident	2 day of Administrative Detention	3 days of Administrative Detention	4 days of Administrative Detention	1 day of Saturday Detention
3rd Incident	3 days of Administrative Detention	1 day of In School Suspension	1 day of Saturday Detention	1 day of In School Suspension
4th Incident and beyond	1 day of In School Suspension	1 day of Out of School Suspension	1 day of In School Suspension or 1 day of Out of School Suspension	1 day of Out of School Suspension Social probation. Hallway restriction.
Failure to Report to Administrative Detention	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1 day of Administrative Detention	2 days of Administrative Detention	2 days of Administrative Detention	2 days of Administrative Detention
2nd Incident	2 day of Administrative Detention	3 days of Administrative Detention	3 days of Administrative Detention	1 day of Saturday Detention
3rd Incident	3 days of Administrative Detention	5 days of Administrative Detention	1 day of Saturday Detention	1 day of Saturday Detention
4th – 5th Incident	1 day of In School Suspension	1 day In School Suspension	1 day of Saturday Detention	1 day of Saturday Detention Social probation. Hallway restriction.
6th – 9th Incident				1 day of In School Suspension Social probation. Hallway restriction.
10th Incident and beyond				1 day of Out of School Suspension

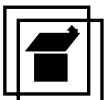


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				Social probation. Hallway restriction.
Failure to Report to a Saturday Detention (Middle and High School only)	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident			Reassign Saturday Detention 1 day of Saturday Detention	Reassign Saturday Detention 1 day of In School Suspension
2nd Incident			Reassign Saturday Detention 1 day of In School Suspension Parent Meeting	Reassign Saturday Detention 2 days of In School Suspension
3rd Incident			Reassign Saturday Detention 1 day of Out of School Suspension Parent conference with the Principal	Reassign Saturday Detention 1 day of Out of School Suspension Parent conference with the Principal Social probation. Hallway restriction.
Defiance of Authority/Willful Disobedience/ Insolence to Staff Member	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Referral to Guidance Parent Contact	1-2 days of Administrative Detention	1-3 days of Administrative Detention	1-3 days of Administrative Detention
2nd Incident	1 day of Administrative Detention Parent Meeting	3-4 days of Administrative Detention Parent Contact	1 day of Saturday Detention Parent Contact	1 day of Saturday Detention Parent Contact
3rd Incident	3 days of Administrative Detention	1 day of In School Suspension	1 day of In School Suspension	1 day of In School Suspension

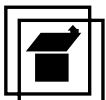


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	Referral to I&RS Team	Referral to I&RS Team Parent Meeting	Parent Meeting	Referral to I&RS Team Parent Meeting Social probation. Hallway restriction.
Failure to Follow Administrative Direction/ Continued and willful disobedience	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting 2 days of Administrative Detention	Parent Meeting 1 day of In School Suspension or 1 day of Out of School Suspension	1 day of In School Suspension or 1 day of Out of School Suspension	1-2 days of Out of School Suspension
2nd Incident	Parent Meeting 1 day of In School Suspension	1-2 days of Out of School Suspension	1-2 days of Out of School Suspension	3-4 days of Out of School Suspension
3rd Incident	Parent Meeting 2 days of In School Suspension	2-3 days of Out of School Suspension	3-5 days of Out of School Suspension	5 days of Out of School Suspension Social probation. Hallway restriction.
Removal from Saturday Detention or In School Suspension	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident		1 day of Out of School Suspension Parent Meeting	1 day of Out of School Suspension	2 days of Out of School Suspension
2nd Incident		1-2 days of Out of School Suspension Parent Meeting	1-2 days of Out of School Suspension	3 days of Out of School Suspension



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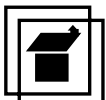
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3rd Incident		1-2 days of Out of School Suspension Parent Meeting	2-3 days of Out of School Suspension	4 days of Out of School Suspension
4th Incident		1-2 days of Out of School Suspension	4-5 days of Out of School Suspension	5 days of Out of School Suspension Social probation. Hallway restriction.
Removal from Administrative Detention				
1st Incident	Reassign detention Administrative Conference	Reassign detention Administrative Conference	Reassign detention and 1 day of Saturday Detention	Reassign detention and 1-3 days of Saturday Detention
2nd Incident	Reassign detention 1-2 days of detention Administrative Conference	Reassign detention 2-3 days of detention Administrative Conference	Reassign detention and 1 day of In School Suspension	Reassign detention and 1-3 day of In School Suspension
3rd Incident	Reassign detention and 1 day of In School Suspension	Reassign detention and 1-2 days of In School Suspension	Reassign detention and 1 day of Out of School Suspension	Reassign detention and 1-3 day of Out of School Suspension
In addition to the above stated disciplinary action, the student shall be required to make-up the Saturday detention from which he or she was removed.				

Inappropriate Behavior

Disruptive/ Inappropriate Behavior	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1 day of Teacher Detention	1-2 days of Administrative Detention	2 days of Administrative Detention	2 days of Administrative Detention
2nd Incident	1 day of Administrative Detention	2-3 days of Administrative Detention	3 days of Administrative Detention	1 day of Saturday Detention

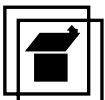


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3rd Incident	2-3 days of Administrative Detention	3-5 days of Administrative Detention	1 day of Saturday Detention	1 day of In School Suspension
4th Incident	3-5 days of Administrative Detention	1 day of In School Suspension	1 day of In School or Out of School Suspension	1-2 days of Out of School Suspension Social probation. Hallway restriction.
Profanity/ Obscene Gestures/ Vulgarity/ Inappropriate Comment	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting	1-2 days of Administrative Detention	1-3 days of Administrative Detention	1-3 days of Administrative Detention
2nd Incident	1 day of Administrative Detention	2-3 days of Administrative Detention	1 Day Saturday Detention	1 Day of Saturday Detention
3rd Incident	1-3 days of Administrative Detention	3-4 days of Administrative Detention	1 day of In School Suspension	1 day of In School Suspension Social Probation Hallway Restriction
Profanity/Obscene Gestures/ Vulgarity Directed at a Staff Member	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting	Parent Meeting 1 day of In School Suspension	1 day of In School Suspension or Out of School Suspension	1-2 days of Out of School Suspension
2nd Incident	1 day of Administrative Detention	1 day of Out of School Suspension	1-2 days of Out of School Suspension	2-3 days of Out of School Suspension
3rd Incident	1-3 days of Administrative Detention	2 days of Out of School Suspension	2-3 days of Out of School Suspension	3-5 days of Out of School Suspension Social probation. Hallway restriction.



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Disorderly Conduct/Creating a Safety Hazard/Inciting	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1-2 days of Administrative Detention (dependent on the severity of the offense)	1-2 days of Administrative Detention	1-3 days of Administrative Detention	1 day of Saturday Detention
2nd Incident	3-4 days of Administrative Detention	2-4 days of Administrative Detention	1 day of Saturday Detention	1-2 days of In-School Suspension
3rd Incident	1 day of In School Suspension	1 day of In School Suspension or Out of School Suspension	1-2 days of In School or Out of School Suspension	3-5 days of Out of School Suspension Social probation. Hallway restriction.
Bus Conduct Violation	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent notification, possible seat change, and/or 1 day of bus suspension	Parent notification, possible seat change, and/or 1 day of bus suspension	1-3 days of Administrative Detention Parent notification, possible seat change, and/or 1 day bus suspension	2 days of Administrative Detention Parent notification, possible seat change, and/or 1 day bus suspension
2nd Incident	1-2 days of bus suspension	1-2 days of bus suspension	1 day of Saturday Detention 2 days bus suspension	1 day of Saturday Detention 3 days bus suspension
3rd Incident	3 days of bus suspension	3 days of bus suspension	1 day of In School Suspension 3-5 days bus suspension	1 day of In-School Suspension 5 days bus suspension Social probation. Hallway restriction.



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False Public Alarm	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting Police Report	1 day of In School Suspension Parent Meeting Police Report	1-3 days of Out of School Suspension Parent Meeting Police Report	5 days of Out of School Suspension Parent Meeting Referral to Guidance and I&RS Police Report
2nd Incident	1-3 days of Administrative Detention Parent Meeting Referral to Guidance and I&RS Police Report	1 day of Out of School Suspension Parent Meeting Referral to Guidance and I&RS Police Report	3-5 days of Out of School Suspension Referral to Guidance and I&RS Police Report	5-10 days of Out of School Suspension Referral to CST Police Report Social probation. Hallway restriction.
3rd Incident	1 day of In School Suspension Administrative Referral to CST for evaluation Parent Meeting Police Report	2 days of Out of School Suspension Administrative Referral to CST for evaluation Parent Meeting Police Report	5 days of Out of School Suspension Board hearing to determine placement Administrative Referral to CST for evaluation Parent Meeting Police Report	Out of School Suspension Pending Board hearing to determine placement Administrative Referral to CST for evaluation Parent Meeting Police Report Social probation. Hallway restriction.
For the above category of false public alarm, incidents shall be cumulative throughout the student's attendance in the Sayreville Public Schools.				
False Public Alarm: Initiating or circulating a report or warning of an impending fire, explosion, bombing, crime, catastrophe, or emergency, knowing that the report or warning is false or baseless and that it is likely to cause evacuation of a school building, school bus, or other place of assembly on school grounds. This includes knowingly setting off a fire alarm when no fire exists.				



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Vandalism and Theft

Malicious Mischief/ Vandalism/ Graffiti	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1 day of Administrative Detention Restitution	1-2 days of Administrative Detention Restitution	1-3 days Administrative Detention Restitution	1 day of Saturday Detention Restitution
2nd Incident	2-3 days of Administrative Detention Restitution	2-4 days of Administrative Detention Restitution Parent Meeting	1 day of Saturday Detention Restitution Parent Meeting	1 day of In School Suspension Restitution Police Report Parent Meeting
3rd Incident	1 day of In School Suspension Restitution	1 day of In School Suspension or Out of School Suspension Restitution	1-2 days of In School or Out of School Suspension Restitution	1-2 days Out of School Suspension Restitution Police Report Social probation. Hallway restriction.
Theft	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1 day of Administrative Detention Restitution Police Report	1-2 days of Administrative Detention Restitution Police Report	1 day of Saturday Detention Restitution Parent Meeting Police Report	1 day of In School Suspension Restitution Police Report
2nd Incident	2-3 days of Administrative Detention Restitution Police Report	2-4 days of Administrative Detention Parent Meeting Restitution Police Report	1 day of In School Suspension Restitution Police Report	1-2 days of Out of School Suspension Restitution Police Report



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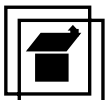
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3rd Incident	1 day In School Suspension and restitution Restitution Police Report	1 day In School Suspension or Out of School Suspension Restitution Police Report	1-3 days Out of School Suspension Restitution Police Report	3-5 days of Out of School Suspension Restitution Police Report Social probation. Hallway restriction.
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Violence

Physical Misconduct Without Intent	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1-2 days of Administrative Detention	2-4 days of Administrative Detention	1 day of In School Suspension	1 day of Out of School Suspension
2nd Incident	3-4 days of Administrative Detention and I&RS Team referral	1 day of In School Suspension	1 day of Out of School Suspension	2-3 days of Out of School Suspension
3rd Incident	1 day of In School Suspension	1 day of Out of School Suspension I&RS Team referral	1-3 days of Out of School Suspension Referral to I&RS Team Police Report	3-5 days of Out of School Suspension Referral to I&RS Team Police Report Social probation. Hallway restriction.
Physical Misconduct With Intent	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1-2 days of Administrative Detention	2-4 days of Administrative Detention	1 day of Out of School Suspension	1 - 2 days of Out of School Suspension
2nd Incident	3-4 days of Administrative Detention and I&RS Team referral	1 day of In School Suspension	1-2 days of Out of School Suspension	2-4 days of Out of School Suspension

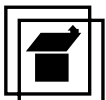


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3rd Incident	1 day of In School Suspension	1 day of Out of School Suspension I&RS Team referral	2-3 days of Out of School Suspension Referral to I&RS Team Police Report	3-5 days of Out of School Suspension Referral to I&RS Team Police Report Social probation. Hallway restriction.
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated.				
Fight	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1 day of In School Suspension	1 day of In School Suspension or 1 day of Out of School Suspension	3-5 days of Out of School Suspension	5 days of Out of School Suspension Social Probation Police Report Hallway Restriction
2nd Incident	1 day of Out of School Suspension Referral to I&RS Team	1-2 days of Out of School Suspension Referral to I&RS Team	5-8 days of Out of School Suspension Referral to I&RS Team Social Probation Hallway restriction	10 days of Out of School Suspension Referral to I&RS Police Report Social probation Hallway restriction
3rd Incident	1-3 days of Out of School Suspension	3-5 days of Out of School Suspension	10 days of Out of School Suspension pending BOE hearing to determine placement Police Report	Out of School Suspension pending BOE hearing to determine placement Police Report Social probation.

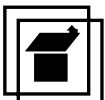


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				Hallway restriction.
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated.				
Assault	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1 day of Out of School Suspension Referral to I&RS Team Police Report	1-2 days of Out of School Suspension Police Report	5 days of Out of School Suspension Police Report	5-8 days of Out of School Suspension Social Probation Hallway Restriction Police Report
2nd Incident	2-3 days of Out of School Suspension Referral to CST Police Report	3-5 days of Out of School Suspension Referral to I&RS Team Police Report	10 days of Out of School Suspension Referral to I&RS Team Police Report	10 days of Out of School Suspension Referral to I&RS Team Up to 1 school year of Social Probation Police Report Social probation. Hallway restriction.
3rd Incident	3-5 days of Out of School Suspension Police Report	5-8 days of Out of School Suspension Referral to CST Police Report Central Administrative Hearing	Out of School Suspension pending Board hearing to determine placement Police Report	Out of School Suspension pending Board hearing to determine placement Police Report Social probation. Hallway restriction.
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated.				
Students shall also be suspended from school for assault upon a school staff member in accordance with the provisions of N.J.S.A. 18A:37-2.1 and 2.2.				



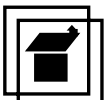
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Threats

Threat (Verbal, gestural, written or electronic)	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1-4 days of Administrative Detention Parent Meeting	2-4 days of Administrative Detention or 1 day of In School Suspension	1 day of Out of School Suspension	2 days of Out of School Suspension
2nd Incident	1 day of In School Suspension Referral to I&RS Team	1 day of In School Suspension or 1 day of Out of School Suspension Referral to I&RS Team	2-3 days of Out of School Suspension Referral to I&RS Team	3 days of Out of School Suspension Referral to I&RS Team
3rd Incident	1 day of Out of School Suspension Referral to CST Police Report	2-3 days of Out of School Suspension Referral to CST Police Report	4-5 days of Out of School Suspension Referral to CST Police Report	5 days of Out of School Suspension Referral to CST Police Report Social probation Hallway restriction
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated. In all cases, the consequences will be administered in accordance with the severity of the incident. For the above category will be defined in accordance with the NJDOE SSDS category of Threat, Simple				
Terroristic/Criminal Threat	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1 day of In School Suspension Police Report	1 day of Out of School Suspension Police Report	2-3 days of Out of School Suspension Referral to I&RS Team Police Report	5 days of Out of School Suspension Parent Meeting Referral to Guidance and I&RS Police Report
2nd Incident	1 day of Out of School Suspension	2-3 days of Out of School Suspension	3-5 days of Out of School Suspension	5-10 of days Out of School Suspension

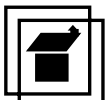


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	Referral to I&RS Team Police Report	Referral to I&RS Team Police Report	Referral to CST Police Report	Referral to CST Police Report Social probation Hallway restriction
3rd Incident	2-3 days of Out of School Suspension Referral to CST Police Report	3-5 days of Out of School Suspension Referral to CST Police Report Central Administrative Hearing	Out of School Suspension pending BOE hearing to determine placement Police Report	Out of School Suspension Pending Board Hearing to determine placement Referral to CST Parent Meeting Police Report Social probation Hallway restriction
For the above category will be defined in accordance with the NJDOE SSDS category of Threat, Criminal				
Threat (Verbal, gestural, written or electronic) Directed at a Staff Member				
1st Incident	1 day of In School Suspension Police Report	1 day of Out of School Suspension Police Report	2-3 days of Out of School Suspension Referral to I&RS Team Police Report	5 days of Out of School Suspension Parent Meeting Referral to Guidance and I&RS Police Report
2nd Incident	1 day of Out of School Suspension Referral to I&RS Team Police Report	2-3 days of Out of School Suspension Referral to I&RS Team Police Report	3-5 days of Out of School Suspension Referral to CST Police Report Social probation Hallway restriction	5-10 of days Out of School Suspension Referral to CST Police Report Social probation



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				Hallway restriction
3rd Incident	2-3 days of Out of School Suspension Referral to CST Parent Meeting Police Report	3-5 days of Out of School Suspension Referral to CST Parent Meeting Police Report Central Administrative Hearing	Out of School Suspension pending BOE hearing to determine placement Parent Meeting Police Report Social probation Hallway restriction	Out of School Suspension Pending Board Hearing to determine placement Parent Meeting Police Report Social probation Hallway restriction
Additional Incidents	Police Report Central Administrative Hearing	Police Report Central Administrative Hearing	Police Report Out of School Suspension pending BOE hearing to determine placement	Police Report Out of School Suspension pending BOE hearing to determine placement
For the above category will be defined in accordance with the NJDOE SSDS category of Threat Simple or Criminal depending on the nature of the threat.				
For the above category of offenses, incidents shall be cumulative throughout the student's attendance in the Sayreville Public Schools.				
In all cases, the consequences will be administered in accordance with the severity of the incident.				

Harassment/Intimidation

Harassment/Intimidation	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting	Parent Meeting 1-2 days of Administrative Detention	1-3 days of Administrative Detention	1 day of Saturday Detention
2nd Incident	1-2 days of Administrative Detention	3-4 days of Administrative Detention	1 day of Saturday Detention	1 day of In School Suspension
3rd Incident	3-4 days of Administrative Detention	1 day of In School Suspension	1 day of In School or Out of School Suspension	1-3 days of Out of School Suspension

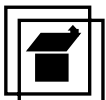


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				Social probation. Hallway restriction.
In all cases, the consequences will be administered in accordance with the severity of the incident.				
Harassment/ Intimidation Directed at a Staff Member	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting	Parent Meeting 1 days of In School Suspension Parent Meeting	1 day Out of School Suspension Social probation and or hallway restriction as determined by school administration Parent Meeting	1-2 days of Out of School Suspension Social probation and or hallway restriction as determined by school administration Parent Meeting
2nd Incident	1-2 days of Administrative Detention Parent Meeting	1 day of Out of School Suspension Parent Meeting	2-3 days of Out of School Suspension Social probation and or hallway restriction as determined by school administration Parent Meeting	3-5 days of Out of School Suspension Social probation and or hallway restriction as determined by school administration Parent Meeting
3rd Incident	3-4 days of Administrative Detention Parent Meeting	2 days of Out of School Suspension Parent Meeting	3-5 days of Out of School Suspension Social probation and or hallway restriction as determined by school administration Parent Meeting	10 days of Out of School Suspension Social probation and or hallway restriction as determined by school administration Board of Education Hearing
A HIB Investigation must be conducted for all incidents of Harassment/Intimidation. (Refer to Policy 5512 for more specific details, if needed.) The discipline prescribed in this section shall apply to instances of harassment				



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and intimidation which may or may not be aligned with the legal definition of Harassment, Intimidation, and Bullying under New Jersey law.

In all cases, the consequences will be administered in accordance with the severity of the incident.

Bias

Bias Incident With Intent	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting 1-2 days of Administrative Detention Police Report and report to prosecutor's office	Parent Meeting 1-4 days of Administrative Detention Police Report and report to prosecutor's office	1 day of In School Suspension Police Report and report to prosecutor's office	1 day of Out of School Suspension Police report and report to prosecutor's office
2nd Incident	2-4 days of Administrative Detention Referral to I&RS Team Police Report and report to prosecutor's office	1 day of In School Suspension Referral to I&RS Team Police Report and report to prosecutor's office	1 day of Out of School Suspension Referral to I&RS Team Police Report and report to prosecutor's office	2-3 days of Out of School Suspension Referral to I&RS Team Police report and report to prosecutor's office
3rd Incident	1 day of In School Suspension Referral to CST Police report and report to prosecutor's office	1 day of Out of School Suspension Referral to CST Police Report and report to prosecutor's office	2-3 days Out of School Suspension Referral to CST Police Report and report to prosecutor's office	3-5 days of Out of School Suspension Referral to CST Up to one year of Social Probation Police Report and report to prosecutor's office Social probation. Hallway restriction.
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated.				



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All Bias Incidents with intent must be reported to and approved by the Superintendent and/or Assistant Superintendent(s) on the same day the incident is reported. Principal or designee must conduct an HIB Preliminary Determination If the offense is determined to be a bias incident, a police report and/or complaint will also be filed. In all cases, the consequences will be administered in accordance with the severity of the incident.				
Bias Incident Without Intent	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Administrative Conference Parent Meeting	1-2 day of Administrative Detention Parent Meeting	1 Day of Saturday Detention Parent Meeting	1-2 Day of Saturday Detention
2nd Incident	1-2 day of Administrative Detention Parent Meeting	2-4 days of Administrative Detention Parent Meeting	1 day of In School Suspension Referral to Guidance Parent Meeting	1-2 day of In School Suspension Referral to Guidance Parent Meeting
3rd Incident	2-4 days of Administrative Detention Referral to Guidance and/or CST Parent Meeting	1 day of In School Suspension Referral to Guidance and/or CST Parent Meeting	1 day of Out of School Suspension Parent Meeting	1-2 Days of Out of School Suspension Parent Meeting
All Bias Incidents must be reported to the Superintendent and/or Assistant Superintendent(s) on the same day the incident is reported. Principal or designee must conduct an HIB Preliminary Determination In all cases, the consequences will be administered in accordance with the severity of the incident.				
Bias Intimidation	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting 1-4 days of Administrative Detention Police Report and report to prosecutor's office	1 day of In School Suspension Police Report and report to prosecutor's office Social probation.	1 day of Out of School Suspension Police Report and report to prosecutor's office Social probation.	5-8 days of Out of School Suspension Police Report and report to prosecutor's office

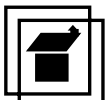


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	Social probation.			Social probation. Hallway restriction.
2nd Incident	1 day of In School Suspension Referral to I&RS Team Police Report and report to prosecutor's office Social probation.	1 day of Out of School Suspension Referral to I&RS Team Police Report and report to prosecutor's office Social probation.	2-3 days of Out of School Suspension Referral to I&RS Team Police Report and report to prosecutor's office Social probation.	10 days of Out of School Suspension Referral to I&RS Team Police Report and report to prosecutor's office Social probation. Hallway restriction.
3rd Incident	1 day of Out of School Suspension Referral to CST Police Report and report to prosecutor's office Social probation.	2-3 days of Out of School Suspension Referral to CST Police report and report to prosecutor's office Social probation.	3-5 days of Out of School Suspension, CST Referral Police report and report to prosecutor's office Social probation. Hallway restriction.	Out of School Suspension pending Board hearing to determine placement Police Report and report to prosecutor's office Social probation. Hallway restriction.
Bias Incident Directed at a Staff Member				
1st Incident	Parent Meeting 1-4 days of Administrative Detention Police Report and report to prosecutor's office	1 day of Out of School Suspension Police Report and report to prosecutor's office	2-3 days of Out of School Suspension Police Report and report to prosecutor's office Social probation. Hallway restriction.	3-5 days of Out of School Suspension Police Report and report to prosecutor's office Social probation.



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				Hallway restriction.
2nd Incident	1 day of In School Suspension Referral to I&RS Team Police Report and report to prosecutor's office	2-3 days of Out of School Suspension Referral to I&RS Team Police Report and report to prosecutor's office	3-5 days of Out of School Suspension, Referral to I&RS Team Police report and report to prosecutor's office	5-8 days of Out of School Suspension Referral to I&RS Team Police Report and report to prosecutor's office Social probation. Hallway restriction.
3rd Incident	1 day of Out of School Suspension Referral to CST Police Report and report to prosecutor's office Social probation	3-5 days of Out of School Suspension Referral to CST Social Probation Police report and report to prosecutor's office Social probation	5-8 days of Out of School Suspension Referral to CST Police Report and report to prosecutor's office Social probation Hallway restriction.	5-8 days of Out of School Suspension Referral to CST Police Report and report to prosecutor's office Social probation Hallway restriction.
Additional Incidents	Out of School Suspension pending Central Administrative	Out of School Suspension pending Central Administrative	Out of School Suspension pending Board of Education Hearing	Out of School Suspension pending Board of Education Hearing

For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated.

All Bias Intimidation Incidents must be reported to and approved by the Superintendent and/or Assistant Superintendent(s) on the same day the incident is reported.

Principal or designee must conduct an HIB Preliminary Determination

If the offense is determined to be a bias incident, a police report and/or complaint will also be filed.

In all cases, the consequences will be administered in accordance with the severity of the incident.

Sexual Offenses

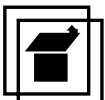


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Sexual Harassment	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting	1 day In School Suspension Parent Meeting	1-2 days of Out of School Suspension	2-3 days of Out of School Suspension Referral to I&RS Team Police Report
2nd Incident	Referral to Guidance and I&RS Team	1-2 days Out of School Suspension I&RS Referral	2-3 days of Out of School Suspension Referral to I&RS Team	5-10 days of Out of School Suspension Referral to CST Police Report Social probation. Hallway restriction.
3rd Incident	Referral to CST	2-3 days of Out of School Suspension Referral to CST	4-5 days of Out of School Suspension Referral to CST	Out of School Suspension pending Board of Education hearing to determine placement Police Report Social probation. Hallway restriction.
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated. If the offense is determined to be sexual harassment, a police report and/or complaint will also be filed. In all cases, the consequences will be administered in accordance with the severity of the incident.				
Sexual Contact	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting 1-3 days of administrative lunch detention Police Report	1 day of Out of School Suspension Parent Meeting Police Report	2-3 days of Out of School Suspension Parent Meeting Referral to Guidance and I&RS Team Police Report	5-8 days of Out of School Suspension Referral to Guidance and I&RS Team Parent Meeting

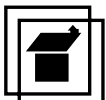


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				Police Report Social probation. Hallway restriction.
2nd Incident	1 day of In School Suspension Referral to Guidance and I&RS Team Police Report	2-3 days of Out of School Suspension Referral to Guidance and I&RS Team Police Report	5-10 days of Out of School Suspension Referral to CST Parent Meeting Police Report	10 days of Out of School Suspension Referral to CST Parent Meeting Police Report Social probation. Hallway restriction.
3rd Incident	1-3 days of Out of School Suspension Referral to CST Police Report	4-5 days of Out of School Suspension Referral to CST Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report Social probation. Hallway restriction.
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated. NOTE: Intentional touching by the offender, either directly or through clothing, of the victim's or offender's intimate body parts that degrades or humiliates the victim who the offender knows to be present. If sexual contact occurs with a victim less than thirteen years old and an offender at least four years older than the victim, this should be considered sexual assault. In all cases, the consequences will be administered in accordance with the severity of the incident.				
Sexual Assault	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report Social probation



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				Hallway restriction
2nd Incident	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report Social probation Hallway restriction
3rd Incident	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report Social probation Hallway restriction

For the above category of offenses, incidents shall be cumulative throughout student's attendance in the Sayreville Public Schools.

In all cases, the consequences will be administered in accordance with the severity of the incident.

Sexual assault occurs if one of the following takes place:

- An offender commits an act of sexual penetration with another person and
- Uses physical force or coercion
- The victim is at least thirteen years old but less than sixteen years old, and the offender is at least four years older than the victim.
- An offender commits an act of sexual contact with a victim who is less than thirteen years old, and he/she is at least four years older than the victim.

Substance Offenses

Use of Substance/ Under the Influence of Drugs/ Alcohol	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident		1-3 days of Out of School Suspension	3-5 days of Out of School Suspension	5 days of Out of School Suspension



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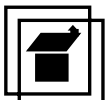
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		Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy) Police report filed	Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy) Police report filed	Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy) Police report
2nd Incident		5 Days Out of School Suspension. Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	8 Days Out of School Suspension. Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy) Police report filed	10 days of Out of School Suspension Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy) Police report Social probation Hallway restriction
Additional Incidents		Out of School Suspension pending Central Administrative hearing to determine placement	Out of School Suspension pending Board of Education hearing to determine placement	Out of School Suspension pending Board of Education hearing to determine placement Social probation Hallway restriction
Note: Requires automatic drug screen (Refer to Board Policy 5530). Failure to test within 5 hours is an automatic "positive." An altered or dilute sample will also be considered a drug and or alcohol "positive".				
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated.				
Possession of a Controlled or Dangerous Substance or Alcohol – All Grades	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12



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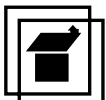
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1st Incident		5-10 days of Out of School Suspension pending Central Administrative hearing Police Report Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy) Social probation	5-10 days of Out of School Suspension Police Report Social probation Hallway restriction Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	5-10 days of Out of School Suspension Police Report Social probation Hallway restriction Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)
2nd Incident		Out of School Suspension pending Central Administrative hearing Police Complaint Social probation Hallway restriction	Out of School Suspension pending Board of Education hearing to determine placement Police Complaint Social probation Hallway restriction	Out of School Suspension pending Board of Education hearing to determine placement Police Complaint Social probation Hallway restriction
Note: Requires automatic drug screen (Refer to Board Policy 5530). Failure to test within 5 hours is an automatic "positive." An altered or dilute sample will also be considered a drug and or alcohol "positive".				
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated.				
Possession and Sharing of a Controlled Substance without Premeditated Intent to Distribute	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident		5-10 days of Out of School Suspension pending Central Administrative hearing Police Report Social probation	7-10 days of Out of School Suspension Police Report Social probation Hallway restriction	10 days of Out of School Suspension Police Report Social probation Hallway restriction



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		Hallway restriction Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)
2nd Incident		Out of School Suspension pending Central Administrative hearing Police Report	Out of School Suspension pending Board of Education hearing to determine placement Police Report	Out of School Suspension pending Board of Education hearing to determine placement Police Report
Note: Requires automatic drug screen (Refer to Board Policy 5530). Failure to test within 5 hours is an automatic "positive." An altered or dilute sample will also be considered a drug and or alcohol "positive" For the above category of offenses, incidents shall be cumulative throughout the student's attendance in the Sayreville Public Schools.				
Possession of Controlled Substance with Intent to Distribute – All Grades	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident		Out of School Suspension pending Central Administrative hearing Police Report Social probation Hallway restriction Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	Out of School Suspension pending Board of Education hearing to determine placement Police Report Social probation Hallway restriction Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	Out of School Suspension pending Board of Education hearing to determine placement Police Report Social probation Hallway restriction Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)



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Note: Requires automatic drug screen (Refer to Board Policy 5530). Failure to test within 5 hours is an automatic "positive." An altered or dilute sample will also be considered a drug and or alcohol "positive". For the above category of offenses, incidents shall be cumulative throughout the student's attendance in the Sayreville Public Schools.				
Smoking/ Possession of Igniter, electronic cigarettes, smokeless tobacco or cigarettes	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting	1 day of In School Suspension Parent Meeting Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	1 day of Saturday Detention Parent Meeting Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	1 day of Saturday Detention Parent Contact Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)
2 nd Incident	1 day of In School Suspension Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	1 day of Out of School Suspension Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	1 day of In School Suspension Police Report Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	1 day of In School Suspension Police Report Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)
3rd Incident	2 days of In School Suspension Referral to Guidance, I&RS, and CST Social probation Hallway restriction	2-3 days of Out of School Suspension Referral to Guidance, I&RS, and CST Social probation Hallway restriction	1 day of Out of School Suspension Police Report (summons to appear in municipal court) Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)	1-2 days of Out of School Suspension Police Report (summons to appear in municipal court) Completion of an evaluation by the SAC and an appropriate rehabilitation protocol (see Board policy)



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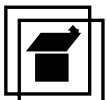
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			Social probation Hallway restriction	protocol (see Board policy) Social probation Hallway restriction
Possession and Sharing of Igniter, electronic cigarettes, smokeless tobacco or cigarettes with Intent to Distribute				
1st Incident	Administrative Conference Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Filed Parent Meeting Social probation Hallway restriction	1-2 days of Out of School Suspension Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Filed Parent Meeting Social probation Hallway restriction	2-3 days of Out of School Suspension Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Filed Parent Meeting Social probation Hallway restriction	3-5 days of Out of School Suspension Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Filed Parent Meeting Social probation Hallway restriction
2nd Incident	1 day of Out of School Suspension Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Parent Meeting	2-3 days of Out of School Suspension Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Parent Meeting Referral to Guidance and I&RS	3-5 days of Out of School Suspension Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Parent Meeting Social probation	5-8 days of Out of School Suspension Police Report Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Filed



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	Referral to Guidance and I&RS Social probation Hallway restriction	Social probation Hallway restriction	Hallway restriction	Parent Meeting Social probation Hallway restriction
3rd Incident	2-3 days of Out School Suspension Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Parent Meeting Referral to CST Social probation Hallway restriction	3-5 days of Out of School Suspension Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Parent Meeting Referral to CST	5-8 days of Out of School Suspension Police Report (summons to appear in municipal court) Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Police Report Parent Meeting	8-10 days of Out of School Suspension Police Report (summons to appear in municipal court) Completion of an evaluation by the SAC and appropriate rehabilitation protocol (see Board Policy) Social probation Hallway restriction Parent Meeting
Additional Incidents	Out of School Suspension pending Central Administrative Hearing Police Report	Out of School Suspension pending Central Administrative Hearing Police Report	Out of School Suspension pending Board of Education Hearing Police Report	Out of School Suspension pending Board of Education Hearing Police Report
Note: Requires automatic drug screen (Refer to Board Policy 5530). Failure to test within 5 hours is an automatic "positive." An altered or dilute sample will also be considered a drug and or alcohol "positive".				

Weapons Offenses

Weapons Possession without intent to use	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting 1 day of In School Suspension	1 day of Out of School Suspension Parent Meeting	1-2 days of Out of School Suspension Parent Meeting	2-3 days of Out of School Suspension Parent Meeting

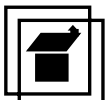


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	Police Report	Police Report	Police Report	
2nd Incident	1 day of Out of School Suspension Police Report	2-3 days of Out of School Suspension Police Report	5-10 days of Out of School Suspension Police Report	10 days of Out of School Suspension Police Report Social probation Hallway restriction
3rd Incident	2-3 days of Out of School Suspension Central Administrative Hearing Police Report	3-5 days of Out of School Suspension Central Administrative Hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report Social probation Hallway restriction
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated.				
Weapons Use and/or Possession with intent to use	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report Social probation Hallway restriction
2nd Incident	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report	Out of School Suspension pending Board hearing Police Report Social probation Hallway restriction



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For the above category of offenses, incidents shall be cumulative throughout the student’s attendance in the Sayreville Public Schools.				
Possession/Use of Incendiary Devices creating a safety hazard	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Meeting 1 day of In School Suspension Police Report	1-5 days of Out of School Suspension Referral to I&RS Team Police Report	5-10 days of Out of School Suspension Referral to I&RS Team Police Report	5-10 days of Out of School Suspension Referral to I&RS Team Police Report Social probation Hallway restriction
2nd Incident	Out of School Suspension pending central administrative hearing Police Report	Out of School Suspension pending Board hearing to determine placement Police Report	Out of School Suspension pending Board hearing to determine placement Police Report	Out of School Suspension pending Board hearing to determine placement Police Report Social probation Hallway restriction
For the above category of offenses, incidents shall be cumulative throughout the student’s attendance in the Sayreville Public Schools.				
Firearms/Explosives Use and/or Possession	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
	Zero Tolerance see Policies 5611, 5612, 8467			
For the above category of offenses, incidents shall be cumulative throughout the student’s attendance in the Sayreville Public Schools.				
A “weapon” includes but is not limited to those items enumerated in N.J.S.A. 2C:39-1f and N.J.S.A. 2C:39-1r. This definition includes items capable of causing harm of bodily injury for which there is no educational purpose and/or was observed to have been displayed or used as a weapon.				
All weapons violations require a mandatory police report.				

Technology Offenses

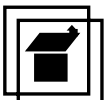


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Violation of the Technology Acceptable Use Agreement	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	1 week suspension of technology privileges Parent Meeting	1 week suspension of technology privileges Parent Meeting	1 week suspension of technology privileges 3 days of Administrative Detention	2 week suspension of technology privileges 1 day of Saturday Detention
2nd Incident	2 weeks suspension of technology privileges	2 weeks suspension of technology privileges 1-3 days of Administrative Detention	2 weeks suspension of technology privileges 1 day of Saturday Detention	3 weeks suspension of technology privileges 1 day of Saturday Detention
3rd Incident	3 weeks suspension of technology privileges	3 weeks suspension of technology privileges 1 day of In School Suspension	3 weeks suspension of technology privileges 1 day of In School Suspension	4 weeks suspension of technology privileges 1 day of In School Suspension
Severe Violation of Technology Acceptable Use Agreement	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	2 week suspension of technology privileges Parent Meeting	2-4 days of Administrative Detention 2 week suspension of technology privileges Parent Meeting	1-2 days of Out of School Suspension 2 week suspension of technology privileges Parent Meeting	1-3 days of Out of School Suspension 3 week suspension of technology privileges
2nd Incident	3 week suspension of technology privileges	1 day of In School Suspension 3 week suspension of technology privileges	3-5 days of Out of School Suspension 3 week suspension of technology privileges	5 days of Out of School Suspension 4 week suspension of technology privileges
3rd Incident	4 week suspension of technology privileges	1 day of Out of School Suspension	4 week suspension of technology privileges	5 week suspension of technology privileges



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	Central Administrative Hearing	4 week suspension of technology privileges Central Administrative Hearing	Out of School Suspension pending Board of Education hearing to determine placement	Out of School Suspension pending Board of Education hearing to determine placement
For the above category of offenses, incidents shall be cumulative through the specific grade categories delineated.				
Unauthorized Possession or Use of Cell Phone/Electronic Device	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Parent Contact	Parent Meeting Phone confiscated and only returned to the parent	1-2 days of Administrative Detention Phone confiscated and only returned to the parent	2-3 days of Administrative Detention Phone confiscated and only returned to the parent
2nd Incident	Parent Meeting Phone confiscated and only returned to the parent	1 day of Administrative Detention Phone confiscated and only returned to the parent	3-5 days of Administrative Detention Phone confiscated and only returned to the parent	1 day of Saturday Detention Phone confiscated and only returned to the parent
3rd Incident	Parent Meeting Phone confiscated and only returned to the parent	2-4 days of Administrative Detention Phone confiscated and only returned to the parent	1 day of Saturday Detention Phone confiscated and only returned to the parent	1 day of In School Suspension Phone confiscated and only returned to the parent

Academic Integrity

Academic Integrity Violation	All Grade Levels
The district considers violations of the Academic Integrity Policy to be serious offenses and has therefore instituted the following consequences. The consequences apply on a schoolwide and districtwide basis, i.e., a violation in one class follows a student to a different class within the school, and a violation at one school follows a student to a different school within the district. Additionally, violations of the Academic Integrity Policy are cumulative for all the years a student is enrolled in the Sayreville Public Schools.	
1st Incident	The student will have a reduction in grade/credit (up to, and including, an "F" grade/"0" credit) on the assignment, exam, test, or quiz based upon the teacher's grading system.



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	The teacher will confer with the student and contact the parent by phone or e-mail to review the academic dishonesty incident within two school days of becoming aware of the incident. The teacher will submit a written referral, with appropriate documentation, to an administrator who will meet with the student and the counselor, and document the incident/follow-up action in the student information software system. The student may be barred from participation or having a leadership role in a club, scholarship group, student government, athletic team, or other extra-curricular activity for a period of one year from date of the violation. A first offense for students enrolled at Sayreville War Memorial High School shall prohibit admission into the National Honor Society during the student's Junior year. However, the students' may be considered for admission in their senior year if all other required criteria are met for admission. Disciplinary actions may include, but are not limited to, a warning and a signed student/parental statement that acknowledges the violation/penalty, and indicates an understanding of further consequences for any subsequent offenses. Additionally, a student will be suspended from school, even on a first offense, if a violation has occurred in the following areas: Alteration or falsification, or attempted alteration/falsification, of records (e.g., transcripts). Theft, or attempted theft, of records or testing materials (exams/tests/quizzes).
2nd Incident	Consequences listed in the first offense and one or more of the following: A conference will be held with an administrator, parent, teacher, counselor, and student, and the incident/follow-up action will be documented in the student information system. If both the first and second offenses occurred in the same class, the student shall be dropped from the class with a grade of "F." The student will be suspended from school. If both offenses occurred while the student was enrolled at Sayreville War Memorial High School, the student shall not be considered for admission into the National Honor Society.
3rd Incident Continuing Incidents	Consequences listed in the first offense and one or more of the following: A conference will be held with an administrator, parent, teacher, counselor, and student, and the incident/follow-up action will be documented in the student information system. If more than one offense occurred in the same class, the student shall be dropped from the class with a grade of "F." The student will be suspended from school.



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The student may be referred to the Board of Education's student discipline committee recommendations and/or additional consequences.

Attendance/Truancy/Tardy/Cuts

Truancy/ Leaving School Without Authorization	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident	Mandatory Parent Meeting	2 days of Administrative Detention	5 days of Administrative Detention	Saturday Detention assigned cut for each period not attended (and consequences at cumulative cut/late by period)
2nd Incident	Mandatory Parent Meeting Police report	5 days of Administrative Detention	1 day of Saturday Detention	In School Suspension assigned cut for each period and consequence at cumulative cut/late by period not attended. Social probation. Hallway restriction.
3rd Incident	Mandatory Parent Meeting with Central Administration Police Report	1 day of In School Suspension Police Report	1 day of In School Suspension Police Report	2-3 days of In School Suspension assigned cut for each period and consequence at cumulative cut/late by period not attended. Social probation. Hallway restriction.
Late to School	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident (5 days)	Letter to Parent	Letter to Parent	Letter to Parent 1 day of Administrative Detention	N/A – Refer to Late to Class
2nd Incident (10 days)	Meeting with Parent	Meeting with Parent	Letter to Parent	N/A – Refer to Late to Class



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			3 days of Administrative Detention	
3rd Incident (15 days +)	Meeting with Parent I&RS Referral	Meeting with Parent I&RS Referral	Meeting with Parent I&RS Referral 1 day of Saturday Detention or 1 day of In School Suspension	N/A – Refer to Late to Class
Late to Class	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident			5 lates = 2 days of Administrative Detention	5 lates = 2 days of Administrative Detention (5 lates = 1cut)
2nd Incident			10 lates = 3 days of Administrative Detention	10 lates= 1 Saturday Detention (10 lates = 2 cuts)
3rd Incident			15+ lates = 1 day of Saturday Detention or 1 day of In School Suspension	15 lates = In-School Suspension 15 lates = 3 cuts (full year course) 15 lates = Cum Cut Drop (semester course) 20 lates = 4 cuts, Cum cut drop (full year course) Social probation. Hallway restriction.
Cutting Class (Unless cut is a result of student leaving school grounds)	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1st Incident			2 days of Administrative Detention	2 days of Administrative Detention
2nd Incident			5 days of Administrative Detention	1 day of Saturday Detention



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3rd Incident			1 day of Saturday Detention	Full Year Course = 1 day In School Suspension; Semester Course – Cum Cut Drop
4th Incident			1 day of In School Suspension	Full Year Course = Cum Cut Drop Social probation. Hallway restriction.
A student may be dropped from a high school class with any combination of lates and cuts. For example, 10 lates and 2 cuts is the equivalent of 4 cuts and the Cum Cut Drop noted above shall apply.				

Student Identification and Sign In

Each student will be issued a photo identification card and lanyard.

Students must wear their photo identification card and lanyard at all times.

Student photo identification cards and lanyards may not be changed or altered in any way.

The first photo identification card and one replacement are free. Since photo identification cards are required, the cost of additional replacement ID's is \$4.00. The cost of an additional lanyard is \$2.00. Photo identification cards may be obtained at the Main office. Students unable to pay the fee at the time of issuance of a temporary/replacement photo identification card will have an obligation added their student account. Students owing money for an obligation on their account may be prevented from participating in school activities such as homecoming, prom, senior trip, parking lottery, and other similar events until all obligations are paid.

Students are to adhere to the following guidelines, procedures, and consequences:

Damaged or defaced photo identification cards will be confiscated and must be replaced at the student's expense.

Students are responsible for their photo identification cards. A student who has lost his/her photo identification card should apply for a replacement in the Main office.

Photo identification cards shall not be duplicated.

Any student with unauthorized possession of a photo identification card not belonging to him or her will be subject to disciplinary action.

A student must surrender his or her photo identification card to any staff member upon the staff member's request.

Anyone without a photo identification card may be stopped and questioned as to their purpose.

A student may not check out a library book if they do not have their photo identification card.

A student must use their photo identification card to check in to the restroom, library, Main office, Vice Principal's office, nurse's office and guidance office.



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Lunches will be served first to those students with a photo identification card. Students who do not have their photo identification card shall be served lunch after all those students with their photo identification card have been served.

Students withdrawing from school must return the photo identification card in order to complete the checkout process.

Failure to wear/display a student ID and lanyard will result in the following consequences

Failure to wear/display Photo Identification Card	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1 st Incident	Warning	Warning	Warning	Warning
2 nd Incident	Warning	Warning	Administrative Conference	Administrative Conference
3 rd Incident	Administrative Conference	Administrative Conference	Administrative Conference Parent Contact	1 day of Administrative Detention Parent Contact
4 th Incident	Administrative Conference Parent Contact	Administrative Conference Parent Contact	1 day of Administrative Detention Parent Conference	2 days of Administrative Detention Parent Conference
5 th Incident	1 day of Administrative Detention Parent Conference	1 day of Administrative Detention Parent Conference	2 days of Administrative Detention	1 day of Saturday Detention
6 th Incident	2 days of Administrative Detention	2 days of Administrative Detention	1 day of Saturday Detention	1 day of In School Suspension

Students who continue to fail to wear/display Photo Identification Card beyond a 6th incident in a school year will be considered failing to follow administrative direction and subject to corresponding student code of conduct consequences.

Refuse to Sign in to School or School Bus	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1 st Incident	Warning	Warning	Administrative Conference	2 days of Administrative Detention
2 nd Incident	Warning	Administrative Conference Parent Contact	1 day of Administrative Detention	1 day of Saturday Detention



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3 rd Incident	Administrative Conference Parent Contact	1 day of Administrative Detention	2-3 days of Administrative Detention	1 day of In School Suspension
4 th Incident	1 day of Administrative Detention Parent Contact	2-3 days of Administrative Detention	1 day of Saturday Detention	1 day of Out of School Suspension
5 th Incident	2-3 days of Administrative Detention	3-5 days of Administrative Detention	1 day of In School Suspension	2-3 days of Out of School Suspension
6 th Incident	3-5 days of Administrative Detention	1 day of In School Suspension	1 day of Out of School Suspension	3-4 days of Out of School Suspension

Student Parking

Parking on school grounds without a parking permit	Grades K-3	Grades 4-5	Grades 6-8	Grades 9-12
1 st Incident				Administrative warning and sticker on car
2 nd Incident				1 day of In School Suspension and sticker on car
3 rd Incident				2 days of Out of School Suspension and sticker on car

Given extenuating circumstances, Principals may recommend to the Superintendent a reduced penalty and/or a waiver of the Board hearing.

The above consequences for Inappropriate Behaviors serve only as a guideline. The administration reserves the right to interpret and consequence students beyond the scope of the consequences above in order to maintain the safety, order and discipline of the school.

Note: All Reward Activities and Special End-of-Year Activities, such as proms, dances, field days, etc. are privileged events and will be denied to students with specific numbers of disciplinary infractions. Check the school's Student Handbook regarding the requirements for participation.



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All suspensions, removals and expulsions will follow the guidelines outlined in Regulation 5600.

The school responses to violations of behavioral expectations that are subject to student discipline including suspension or expulsion pursuant to N.J.S.A. 18A:37-2 outlined in a Chart of Student Discipline shall be consistent with the Board's policies and regulations/procedures on attendance, pursuant to N.J.A.C. 6A:16-7.6 and harassment, intimidation, and bullying, pursuant to N.J.A.C. 6A:16-7.7.

The Principal or designee will maintain a list of community-based health and social service provider agencies available to support a student and a student's family, as appropriate, and a list of legal resources available to serve the community.

The Board of Education may deny participation in extra-curricular activities, school functions, sports, graduation exercises, or other privileges as disciplinary sanctions when designed to maintain the order and integrity of the school environment.

Nothing in Policy and Regulation 5600 shall prevent the school administration from imposing a consequence for unacceptable student conduct not listed or included in a Chart of Student Discipline.

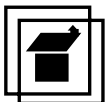
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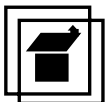


5516 STUDENT USE OF INTERNET-ENABLED DEVICES

The Board of Education prohibits student use of internet-enabled devices on school grounds during the school day in accordance with N.J.S.A. 18A:36-40b. The Board adopts this Policy and Regulation 5516 pursuant to N.J.S.A. 18A:36-40b. and the guidelines developed by the Commissioner of Education concerning student use of internet-enabled devices during regular school hours, on a school bus, or during school-sponsored events when the student is under the direct supervision of a teaching staff member or employee of the Board.

For the purpose of this Policy and Regulation 5516:

1. “Bell-to-bell” means the timeframe when the bell rings at the start of the school day until the dismissal bell rings at the end of the academic day. Bell-to-bell includes time in between class periods and lunch.
2. “Digital citizenship” means the development of thoughtful, empathetic citizens who can wrestle with important ethical questions at the intersection of technology and humanity. Model digital citizens focus on using technology to make communities better, engage respectfully online with others, and leverage technology to amplify voices and perspectives. They are careful to determine the validity of online sources of information and are always respectful of ideas different than their own.
3. “District-managed tools” means school-issued technology or platforms used for educational purposes (e.g., laptops, tablets, learning management systems, etc.).
4. “Internet-enabled device” means any device capable of connecting to the internet and accessing online content (e.g., smartphones, tablets, smartwatches, smart glasses, etc.), including social media applications. An internet-enabled device does not include an internet-enabled device provided by the Board when used for educational purposes.
5. “Non-internet-enabled device” means a basic communication device that is not capable of connecting to the internet or enabling the user to access content on the internet (e.g., basic flip-style cell phones, two-way radio/walkie-talkie, etc.).
6. “School grounds” means and includes land, portions of land, structures, buildings, and vehicles, not to include school buses, owned, operated, or used for the provision of academic or extracurricular programs sponsored by the district or community provider and structures that support these buildings, such as school



wastewater treatment facilities, generating facilities, and other central facilities including, but not limited to, kitchens and maintenance shops. "School grounds" also includes athletic stadiums; swimming pools; any associated structures or related equipment tied to such facilities including, but not limited to, grandstands; greenhouses; garages; facilities used for non-instructional or non-educational purposes; and any structure, building, or facility used solely for school administration. "School grounds" also includes other facilities as defined in N.J.A.C. 6A:26-1.2; playgrounds; and other recreational places owned by local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land.

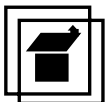
A student's use of an internet-enabled device on a school bus or during school-sponsored events when the student is under the direct supervision of a teaching staff member or employee of the Board will be in accordance with the age-appropriate and grade-level differentiated requirements outlined in Regulation 5516.

District-issued technology and sponsored platforms are permitted to be used in classrooms for educational purposes. The district may use existing information technology systems to proactively establish and monitor restrictions to the district's network. The district may utilize device management software to restrict or monitor student browsing on school-issued devices or from devices connecting to the district's Wi-Fi. If the district chooses to use software or other technology to block students' use of their internet-enabled devices, the district may collaborate with the local municipality to determine that there are no safety or security concerns. The Board shall notify students and parents about the monitoring practices in Policy and Regulation 2361.

The Board shall assume no responsibility for the security of or damage to a student's internet-enabled device brought onto school grounds. If a student brings an internet-enabled device to school, the internet-enabled device must remain off and may be required to be stored in a storage system as indicated in Regulation 5516. An internet-enabled device required to be stored in a district storage system shall be password protected by the student so only the student owner of the internet-enabled device can use the internet-enabled device.

The district shall provide instruction aligned to the New Jersey Student Learning Standards (NJSLS) on Digital Citizenship and shall ensure classroom instructional time is entirely free of internet-enabled devices. Teachers shall not incorporate students' personal technology into lesson plans. All digital engagement shall occur through district-managed tools and devices.

The district shall communicate behavioral expectations for student use of internet-enabled devices to students and their parent(s) and reinforce these behavioral expectations throughout the school year. Communication of this Policy and Regulation 5516 may include, but not be limited to, school-wide notifications, signage, and reinforcement as part of classroom routines.

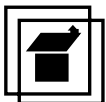


The district shall comply with all applicable State and Federal laws that protect the rights of students with disabilities or health related needs, including, but not limited to, the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.

Students shall be permitted to use their internet-enabled device on school grounds during the school day, on the school bus, and at school-sponsored events in the following circumstances in accordance with N.J.S.A. 18A:36-40b.:

1. To fulfill accommodations provided in a student's individualized education program (IEP);
2. To support the implementation of a 504 Plan;
3. To implement a student health plan established to monitor or address a student's health condition (upon submission by a parent of documentation from a healthcare professional indicating that the use of an internet-enabled device is necessary for the health or well-being of the student);
4. For translation services;
5. For a student caregiver who is routinely responsible for the care or well-being of a family member;
6. When no reasonable alternative to the use of the internet-enabled device for a specific purpose exists (upon authorization by the Superintendent, Principal, or designee);
7. When required by law; and
8. In the event of an emergency.

The Superintendent or designee will inform students and parents of their right to request an internet-enabled device accommodation. The parent(s) shall submit a written request to the Superintendent or designee. The written request shall include, but not be limited to, supporting documentation from the student's physician, child study team, and/or any other documentation as required by the Superintendent or designee as to why the student requires an internet-enabled device accommodation. The Superintendent or designee shall inform the parent(s) of the approval or denial of the written request for an internet-enabled device accommodation within five school days of receiving the written request. The Superintendent or designee shall base such an accommodation determination on documented medical, developmental, or other needs and review them on a regular basis.



A supervising staff member may submit a request for an internet-enabled device accommodation for their students to use their internet-enabled device for a specific purpose. The supervising staff member shall submit the written request to the Superintendent or designee at least 10 school days before the anticipated date of use and shall include, but not be limited to, supporting documentation as to why no reasonable alternatives exist for a student to use an internet-enabled device; the students who will be granted the accommodation; and the date of the activity. The Superintendent or designee shall inform the supervising staff member of the approval or denial of the written request for an internet-enabled device accommodation within 5 school days of receiving the written request.

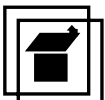
The Superintendent or designee may involve school nurses, case managers, and IEP/504 coordinators in planning for and implementing internet-enabled device accommodations. Staff responsible for implementation shall have ready access to documentation of the accommodation and shall ensure their enforcement strategies minimize disruption. The district shall develop and disseminate clear procedures to ensure staff implement internet-enabled device accommodations confidentially. Staff training may be necessary to recognize and honor valid internet-enabled device accommodations without drawing unnecessary attention to the student. Staff shall treat students with an internet-enabled device accommodation with sensitivity and dignity. As appropriate, the district may develop one-page “internet-enabled device use summaries” for staff to ensure awareness while maintaining student confidentiality.

Pursuant to N.J.A.C. 6A:16-5.1, the district has developed and implemented comprehensive plans, procedures, and mechanisms that provide for safety and security in the district’s schools. School safety plans include thoughtful integration of internet-enabled device procedures during emergencies or perceived threats. The district has incorporated clear expectations into school safety plans, emergency drill protocols, and staff professional development.

In the event of an unplanned emergency closure that prevents students from retrieving stored internet-enabled devices, the district shall develop and communicate a clear, centralized protocol for retrieving stored internet-enabled devices safely and efficiently once the school building is accessible.

In the event of a family emergency or for non-emergency communication, families shall contact the school’s main office directly rather than reaching out to students during the school day. District staff will then follow local notification procedures to ensure the student receives the information in a timely and appropriate manner.

When a student leaves school grounds, whether for an open lunch period, internship, or other purpose, the student may be permitted to use their internet-enabled device. However, upon returning to school grounds, the student’s internet-enabled device



must be stored for the remainder of the school day in accordance with Regulation 5516.

The district shall ensure students, parents, and school staff members are aware of this Policy and Regulation 5516 and understand how this Policy and Regulation 5516 apply to them. The Board shall include information about this Policy and Regulation 5516 in student handbooks.

District staff shall apply clear, age-appropriate consequences and use strategies to redirect students who attempt to use internet-enabled devices. Discipline and consequences shall be addressed in Regulation 5516.

No student enrolled as a student of an elementary or secondary school, knowingly and without the express written permission of the Board, its delegated authority, or any Principal, shall bring or possess any remotely activated paging device on any property used for school purposes, at any time and regardless of whether school is in session or others are present pursuant to N.J.S.A. 2C:33-19.

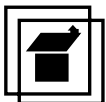
N.J.S.A. 2C:33-19.

N.J.S.A. 18A:36-40a.; 18A:36-40b.

Guidance for Schools on Student Use of Internet-Enabled Devices,
New Jersey Department of Education, January 2026

Guidance for Schools on Student Use of Internet-Enabled Devices,
Frequently Asked Questions

Adopted: 2026-08-25



R 5516 STUDENT USE OF INTERNET-ENABLED DEVICES

The following provisions shall govern student use of internet-enabled devices on school grounds during the school day for students in all grade levels.

A. Use of Electronic Communication Devices _

1. Students are prohibited from using an internet-enabled device on school grounds during the school day.
2. Under no circumstances is a student permitted to use an electronic communication device to communicate or take videos or photographs in a restroom, locker room, shower area, or any other area where any person is removing or changing cloths and/or in any other area or location where a person has a reasonable expectation of privacy. Student use of an electronic communication device for communicating or recording is also subject to the provisions of Policy 5516 and this Regulation, and shall be addressed in accordance with Policy and Regulation 5600 Student Code of Conduct.
3. Students are encouraged not to bring electronic devices to school. If a student chooses to bring an electronic communication device(s) to school, students shall store their internet-enabled device using the following storage options for internet-enabled devices during the school day. It is the student's responsibility to turn off the internet-enabled device and have the internet-enabled device password protected to prevent any unauthorized use of the device.
 - a. A student storage system – Each student who brings an internet-enabled device to school is expected to turn off their internet-enabled device and store it in their backpack, locker, or other bag throughout the entire school day.



4. Students are encouraged not to bring electronic devices on school buses. However, students shall be permitted to use their internet-enabled device on a school bus on their way to school at the start of the school day or on their way home from school at the end of the school day.
5. Students are encouraged not to bring electronic devices on school grounds. However, students shall be permitted to use their internet-enabled device on school grounds before the start of the regular school day and on school grounds after the regular school day.
6. Students are encouraged not to bring electronic devices to school-sponsored events during the school day. However, students shall be permitted to use their internet-enabled device during school-sponsored events off school grounds during the school day while under the direct supervision of a school staff member or employee of the Board (e.g. field trip) after determining no reasonable alternative to the use of the internet-enabled device at school-sponsored events off school grounds during the school day exists only with the authorization of the Superintendent or designee.
7. Students are encouraged not to bring electronic devices to school-sponsored events taking place outside of the school day. Students shall be permitted to use their internet-enabled device during school-sponsored events taking place outside of the school day when students are under the direct supervision of a school staff member or employee of the Board (e.g., afterschool club meeting, sport team practice/game, etc.).
8. Students are encouraged not to bring electronic devices to school, on school grounds, or to school sponsored events. Students shall be permitted to use non-internet-enabled devices under the direct supervision of a school staff member or employee of the Board at times and locations designated and approved by the school Principal or other Board of Education employed administrator.
9. If a student brings an electronic communication device to school, on the school bus, to a school sponsored event, or on school grounds, the student and parent or guardian assumes the risk of damage, theft, or loss of the electronic communication device. The school district is not responsible for lost, stolen, or damaged devices.
10. If a student needs to be in contact with their parent(s) during a time the student is not permitted to use an electronic device, the student shall request permission from a teaching staff member to go to the main office to use the school phone. If



a parent(s) needs to be in contact with their student for an emergency, the parent(s) shall contact the main office.

B. Discipline

1. School staff members shall apply clear, age-appropriate consequences and use strategies to redirect students who use internet-enabled devices in violation of this Regulation and Policy 5516.
2. Any violation of this Regulation shall be addressed in accordance with Policy and Regulation 5600 Student Code of Conduct.
 - a. The internet-enabled device shall be turned in to the Principal or designee's office for the remainder of the school day.
 - b. It is the student's responsibility to turn off the internet-enabled device and have the internet-enabled device password protected to prevent any unauthorized use of the internet-enabled device before turning the internet-enabled device in to the school staff member or employee of the Board.
 - c. At the discretion of the Principal or other administrator employed by the Board of Education the internet-enabled device will be returned using one of the following methods:
 - (1) The student will be permitted to pick up the internet-enabled device in the Principal or designee's office at the end of the school day. The student will have the internet-enabled device returned upon signing an acknowledgment of their first offense in a school year in violation of this Regulation and Policy 5516.
 - (2) The internet-enabled device must be picked up at the Principal or designee's office by a parent at the end of the school day. If the parent cannot pick up the internet-enabled device by the end of the school day, the parent may pick up the internet-enabled device before the end of the next or any subsequent school day. The parent shall be required to sign for receipt of the internet-enabled device with notice provided of a second offense in a school year for their child.



- d. A student who violates the provisions of this Regulation and Policy 5516 more than three times during a school year shall, for the remainder of the school year, be prohibited from bringing an internet-enabled device on school grounds during the school day, on a school bus before and after school, or while participating in school-sponsored programs which include, but are not limited to: during before and after school programs; during co-curricular activities; during extra-curricular activities, and during intramurals and interscholastic games and practices.

Adopted: 2026-08-25

